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ABSTRACT

The Northwest Alabama Cooperative Project here reported was funded under Title IV of the 1964 Civil Rights Act. This project was oriented toward the reorganization of classrooms to include team teaching and continuous progress, improved subject matter skills, and improved understanding of individuals and individual differences. This project was also concerned with helping participants to improve interpersonal relationships and intra-group skills. The procedures for accomplishing these objectives included five single day institutes, a two-week workshop, a two-day institute, school visits, and material preparation. The project is a cooperative venture of six neighboring school districts in Northwest Alabama assisted by the Auburn University Title IV Center and the University of South Alabama Title IV Center. There were 160 participants in the Project. (Authors/JM)

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TECHNICAL REPORT
Title IV Civil Rights Act
Grant Number OEG-4-9-004015-0023-036

A Program for Solving Problems Pertaining to Classroom Organization and Instructional Program and to Social Skills of Teachers In Desegregated Schools

January 1 - December 31, 1969

UD010873

Tuscumbia Public Schools
Tuscumbia, Alabama

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Project Organization and Procedure

TECHNICAL PROGRESS REPORT

JANUARY - NOVEMBER 1969

SCOPE OF PROGRAM

The objectives of the program are the following:

1. To reorder the desciplines of language arts, social studies, mathematics, and science and to develop materials so that a continuous progress, individualized instruction program can be instituted.
2. To reorganize the classroom to include team teaching and continuous progress.
3. To develop inter-group, inter-personal skills among the participants.
4. To improve the subject matter skills of each participant with emphasis on new and better materials and methodology.
5. To sharpen the participants' awareness and understanding of individual differences not only among students but among adults as well.

The procedures for accomplishing these objectives included five single day institutes, a two-week workshop, a two-day institute, school visits, and material preparation.

The project is a cooperation venture of six neighboring school districts in northwest Alabama assisted by the Auburn University Title IV Center and the University of South Alabama Title IV Center. The Tuscumbia City Board of Education is designated as legal and fiscal agent for the project.

There were 160 participants from the six school systems.

WORK COMPLETED DURING THE REPORTING PERIOD

Meetings of the advisory board were held to plan specific programs for each institute session. Consultants were then contacted and asked to serve in the areas of language arts, science, social studies, mathematics, team teaching, preparing visual aids, and human development. (See Attachment No. 1)

All participants worked in one of the areas of science, social studies, language arts or mathematics. Every participant was involved in a one-day session in preparing visual aids and one day in the human development program.

The consultants exposed the teachers to new techniques, effective teaching methods, innovative programs and some of the most recently published educational materials. They guided the teachers in developing and writing their own materials which can be used in the classroom.

One teacher from each school system spent two weeks, following the two-week summer workshop, writing units which were printed and distributed to the six participating school systems. The units written are the following:

Art, Music, and Creative Writing

The Negro Experience Through Poetry and Prose

Studies of Myths and Their Significance to Us

Contributors to Our Great American Heritage

The Linguistic Approach to Basic Sentence Patterns

A Resource Unit of Early Muscle Shoals

Introduction to Parallel and Series Circuits

A Ninth and Tenth Grade Level Unit In Creative Writing

Eskimos

Visitations were made to other schools for the purpose of observing new classroom procedure and organization.

These visits were as follows:

School Visited	Location	No. of Teachers
Piney Woods School	Chattanooga, Tennessee	4
Tusculum View School	Greenville, Tennessee	10
Warner Elementary School	Nashville, Tennessee	9
Apollo Jr. High School	Nashville, Tennessee	23
Brookmeade Elementary	Nashville, Tennessee	13
Carleton Washburne School	Winnetka, Illinois	33
Indian Springs School	Helena, Alabama	13
Butler and Grisham High School	Huntsville, Alabama	3
Auburn High School	Auburn, Alabama	1
R. E. Thompson School	Tuscumbia, Alabama	9
T V A Demonstration Conservation Education Center	Golden Pond, Kentucky	1
Appleby Jr. High School	Florence, Alabama	2
McDonald Elementary School	Huntsville, Alabama	2
University of Alabama	Tuscaloosa, Alabama	11
Florence State University	Florence, Alabama	21
Deshler High School	Tuscumbia, Alabama	1
Allen Thornton Trade School	Florence, Alabama	25

Members of the press were invited to visit all meetings and as a result the project activities received excellent local publicity. (See Attachment No. 2)

Periodically the participants were asked to complete opinionnaires for the purpose of measuring the effectiveness of the group sessions, the general assembley speaker, and the group consultants. The data from these forms is not included in this report; however, it is available in the central office of the Tuscumbia School System. Samples of the forms used are included. (See Attachment No. 3).

EVALUATION

PART I

The Title IV Program for the Northwest Alabama Cooperative Project will be evaluated in this report. This project was oriented toward reorganization of classrooms to include team teaching and continuous progress, improved subject matter skills, and improved understanding of individuals and individual differences. The project was also concerned with helping participants to improve inter-personal relationships and inter and intra-group skills.

After reading the proposal of the Northwest project, the evaluators determined that forms should be developed that would measure various factors in order to aid in determining the effectiveness of the program. The general outline of factors to be sampled was as follows:

I. Self Concept.
   A. Flexibility.
   B. Frustration tolerance.
   C. Ambiquity tolerance.

II. Cross Cultural Understanding.
   A. Perception of communications.
   B. Perception of student goals.
   C. Perception of the educational process.

III. Method Skills.
   A. Understanding of individual differences.
   B. Rigidity of instructional methods.
   C. Group leadership skills.
   D. Necessary depth of understanding of subject matter.
   E. Interpersonal relationship skills.
   F. Judgment of the effectiveness of new situations created by integration and of new methods and materials which might be instituted.

IV. Attitudes.
   A. Toward crossover teaching.
   B. Toward integration.
   C. Toward students, teachers, parents, and administrators of another race.
   D. Toward students, teachers, parents, and administrators of one's own race.
   E. Toward change in general.

V. Commitment Processes.
   A. To the experimental program.
   B. To the goals of the Title IV projects.
   C. To idealistic purposes in general and educational improvement in particular.

VI. Redefinition of Problems.
   A. Extent of change resulting from the Title IV projects.
   B. Change in perception of problems created by integration as a result of Title IV projects.

Three forms were developed in order to obtain data that would provide the information sought in the evaluation objectives. Each participant was assigned a computer number which was to be used when completing forms in order to assure anonymity. Test directions were developed to standardize test administration as much as possible. (See appendices A, B, and C). Form I was a personal and professional information form which was designed to determine the nature of the population involved in the project. Form II, Part I, sampled the participants' attitudes toward communications and relationships with students, teachers, school administrators, parents, and social peers of both black and white races. Part 2 of the form measured attitudes toward school integration and educational practices within the integrated school system. Part 3 was concerned with self concept and self adjudged effectiveness in a variety of school and non-school social relationships. Form III was an adaptation of a Likert type questionnaire developed by Wehling and Charters to measure dimensions of teacher conceptions of the educative process. The original form is found in the American Educational Research Journal, Volume VI, number one, January, 1969, pp 7-30. The questionnaire purports to measure eight dimensions of teacher beliefs concerning:

a. Subject matter emphasis.
b. Personal adjustment ideology.
c. Student antonomy vs. teacher direction.
d. Emotional disengagement.
e. Consideration of student viewpoint.
f. Classroom order.
g. Student challenge.
h. Integration learning.

This form was rearranged so that section one consisted of 22 items, each set of two items made up of diametrically opposed statements. This was done in order to provide the program participant the opportunity to present his views as consistently as possible. Items 23 through 66 were divided into the eight dimensions in the original form. Items 67 through 96 were a further check on self concept and personal evaluation items measured on Form II. These data are not included in this study because of their similarity to Form II data.

An evaluation of these instruments is being completed. Preliminary information indicates that Forms I and II have yielded the kind of data anticipated and are judged to be adequate. Form III seems less fruitful but a factor analysis is being performed which we hope will reduce the number of items and with some reworking provide useful information.

Procedures and Statistical Treatment

The pre-tests were administered in May, 1969. The post-tests were administered to a 50% randomly selected sample of the participants in October, 1969. The sampling procedure was used in order to reduce the amount of data generated and to facilitate trend analysis so that feed-back from the data could be used in planning for a new Title IV proposal.

The test results for Forms I, II, and III were converted to category selection percentages. Statistical analyses of the data were completed by computing a critical ratio for percentage comparisons outlined by Garrett (1966). In all cases the .05 level of confidence was utilized to indicate statistical significance.

POPULATION

Table 1-1, Part I, provides a summary of the total population of the Northwest Title IV project. The participants in the cross-over program were for the most part experienced teachers with an age range of 40 to 60 (61.4% of the participants fell into this age category). It should be noted that only 8.5% of the participants fell into the range of 20 to 29 years of age. This had the expected effect on years of teaching experience, degree work completed or anticipated, and years in present position. Approximately 94% of the Northwest project participants were classroom teachers, while only 2% of the participants fell into the category of administrators. It also should be noted that of the total group of participants, 85.6% were females. This ratio can be expected inasmuch as 68% of the participants held positions in elementary (46.4%) or junior high school (21.6%) levels. For further information refer to Table 1-1.

Table 1-1, Part 2 compares the white and Negro participants in the Northwest project. There is no significant age difference in the two groups even though the Negro group is slightly younger. The Negro group has a significantly higher percentage of Alabama born and educated representatives. The white group possesses a slightly higher percentage of masters degrees. However, the Negro group indicates a significantly higher percentage intending to further their education. A high percentage of the participants in both groups are planning to return to their present positions next year. This is rather surprising in the case of the Negro participants as only 40.4% of this group verbalized satisfaction with the integrated system and 59.6% failed to respond to this item. For further comparisons refer to Table 1-1.

TABLE 1-1

Northwest Project

Item		Total	White	Negro
1.	Marital Status			
	Single	6.5%	5.7%	8.5%
	Married	77.8	80.2	72.3
	Widowed	10.5	11.3	8.5
	Divorced	3.9	1.9	8.5
	Other	0.0	0.0	0.0
	No Response	1.3	0.9	2.1
2.	Number of Children			
	1	17.0%	17.9%	14.9%
	2	34.0	35.8	29.8
	3	13.1	12.3	14.9
	4	7.2	9.4	2.1
	5	.7	0.9	0.0
	6	1.2	.9	2.1
	No Response	26.8	22.6	36.2
3.	Age			
	20-29	8.5%	5.7%	14.9%
	30-39	17.6	16.0	21.3
	40-49	32.0	34.0	27.7
	50-59	29.4	29.2	29.8
	60-69	9.2	11.3	6.4
	No Response	3.3	3.8	2.1
4.	Sex			
	Male	14.4%	12.3%	19.1%
	Female	85.6	87.7	80.9
5.	Race			
	Caucasian	69.3%	100.0%	0.0%
	Negro	30.7	0.0	100.0
6.	Birthplace			
	Alabama	75.8%	69.8%	89.4%
	Southeast	20.9	25.5	10.6
	Northeast	0.0	0.0	0.0
	Midwest	3.3	4.7	0.0
	West	0.0	0.0	0.0

Item		Total	White	Negro
7.	High School Attended			
	Alabama	76.5%	72.6%	85.1%
	Southeast	20.9	24.5	12.8
	Northeast	0.7	0.9	0.0
	Midwest	1.3	1.9	0.0
	No Response	0.7	0.0	2.1
8.	High School Composition			
	Caucasian	68.0%	96.2%	4.3%
	Negro	28.8	0.0	93.6
	Integrated	2.6	3.8	0.0
	No Response	0.7	0.0	2.1
9.	College Attendance			
	Alabama	77.8%	75.5%	83.0%
	Southeast	19.6	22.6	12.8
	Northeast	0.0	0.0	0.0
	Midwest	2.0	1.9	2.1
	West	0.7	0.0	2.1
10.	College Composition			
	Caucasian	54.9%	78.3%	2.1%
	Negro	23.5	0.0	76.6
	Integrated	21.6	21.7	21.3
11.	Degree Held			
	BA or BS	63.4%	61.3%	68.1%
	MA	33.3	35.8	27.7
	Ed.S. or AA	0.7	0.0	2.1
	Ph.D. or ED. D.	0.0	0.0	0.0
	Incomplete	2.6	2.8	2.1
	No Response	0.0	0.0	0.0
12.	Plans for Further Education			
	Yes	45.8%	39.6%	59.6%
	No	13.1	17.9	2.1
	Undecided	39.9	41.5	36.2
	No Response	1.3	0.9	2.1
13.	Degree Work Planned			
	BA or BS	.7%	0.0%	2.1%
	MA	23.5	17.9	36.2
	Ed.S or AA	5.2	4.7	6.4
	Ph.D. or Ed.D.	3.3	.9	8.5
	No Response	67.3	76.4	46.8

Item		Total	White	Negro
14.	Racial Composition of School Where You are Presently Employed.			
	All White	3.3%	3.8%	2.1%
	All Negro	20.3	3.8	57.4
	Mostly White	69.3	88.7	25.5
	Mostly Negro	3.9	0.0	12.8
	Approximately Equal	0.7	0.9	0.0
	No Response	2.6	2.8	2.1
15.	Present Position			
	Teacher	94.1%	94.3%	93.6%
	Counselor	1.3	1.9	0.0
	Librarian	2.0	1.9	2.1
	Administrator	2.0	0.9	4.3
	Other	0.7	0.9	0.0
	No Response	0.0	0.0	0.0
16.	Number of Years Experience			
	0-2	5.9%	6.6%	4.3%
	3-5	11.1	9.4	14.9
	6-10	15.0	17.0	10.6
	10-20	26.8	28.3	23.4
	20 or more	40.5	37.7	46.8
	No Response	0.7	8.9	0.0
17.	Number of Years in Present Position			
	1-2	25.5%	21.7%	34.0%
	3-4	16.3	15.1	19.1
	5-6	6.5	8.5	2.1
	7-8	3.9	4.7	2.1
	9 or more	47.1	49.1	42.6
	No Response			
18.	Intention of Returning to Present Position			
	Yes	90.2%	94.3%	80.9%
	No	5.2	1.9	12.8
	Undecided	3.3	2.8	4.3
	No Response	1.3	0.9	2.1
19.	Satisfied with Integrated System			
	Yes	62.1%	71.7%	40.4%
	No	2.0	2.8	0 0
	No Response	35.9	25.5	59.6

Item	Total	White	Negro
20. Reaction to Integration			
Not Applicable	4.6%	1.9%	10.6%
Positive due to interaction with students	2.6	3.8	0.0
Negative due to interaction with students	1.3	0.9	2.1
Positive due to interaction with teachers	2.6	1.9	4.3
Negative due to interaction with teachers	0.0	0 0	0.0
Negative, general-poor equipment, frustration, etc.	2.0	2.8	0.0
Lack evidence to decide	7.8	7.5	8.5
Positive change in personal attitude (overall)	3.9	2.8	6.4
Failed to respond	75.2	78.3	68.1
21. Attend Social Functions			
Always	41.8%	42.5%	40.4%
Frequently	38.6	39.6	36.2
Sometimes	15.7	15.1	17.0
Never	0.0	0 0	0.0
No Response	3.9	2.8	6.4
22. Teaching Level			
Elementary	46.4%	46.2%	46.8%
Jr. High School	21.6	19.8	25.5
High School	28.1	29.2	25.5
Other	3.3	3.8	2.1
No Response	0.7	0.9	0.0
23. Student Contact			
Lectures	3.9%	1.9%	8.5%
Personal Talks	70.6	67.0	78.7
Extra-Curricular	2.6	2.8	2.1
Physical	5.2	6.6	2.1
All	16.3	20.8	6.4
No Response	1.3	0.9	2.1
24. Percentage-Student Communication with Own Race			
1-10%	5.2%	2.8%	10.6%
10-20%	3.9	5.7	0.0
20-30%	4.6	5.7	2.1
30-50%	6.5	7.5	4.3
Over 50%	72.5	73.6	70.2
N. A.	3.9	2.8	6.4
No Response	3.3	1.9	6.4

Item	Total	White	Negro
25. Percentage-Student Communication with Other Race			
1-10%	11.8%	15.1%	4.3%
10-20%	2.6	2.8	2.1
20-30%	2.0	1.9	2.1
30-50%	5.2	4.7	6.4
Over 50%	46.4	58.5	19.1
N. A.	25.5	13.2	53.2
No Response	6.5	3.8	12.8
26. Students of Own Race Confide			
Frequently	81.0%	80.2%	83.0%
Few Instances	13.1	15.1	8.5
Hardly Ever	1.3	1.9	0.0
Resent Me	0.0	0.0	0.0
N. A.	3.9	2.8	6.4
No Response	0.7	0 0	2.1
27. Students of Other Race Confide in Teacher			
Frequently	40.5%	48.1%	23.4%
Few Instances	22.9	29.2	8.5
Hardly Ever	0.7	0.9	0.0
Resent Me	2.0	2.8	0 0
N. A.	26.1	14.2	53.2
No Response	7.8	4.7	14.9
28. Contact with Student Families			
P.T.A.	15.0%	13.2%	19.1%
Home Visits	32.7	24.5	51.1
School Visits	44.4	52.8	25.5
None	0.7	0.9	0.0
Other	7.2	8.5	4.3
No Response	0.0	0.0	0.0

153 Respondents

PART II

Form II, part 1, was designed to elicit the participants' attitudes toward their ability to communicate with students, teachers, administrators, parents, and social peers of both races. Part 2 of the form drew upon their feelings toward integration and its effect upon the educational system. Part 3 was directed toward self-concept and judgment of one's impact upon others individually and in groups. See Table 2-1 for Form II questions.

The total Northwest project group was composed from pre-test (N=140) to post-test (N=59). See appendices D and F for percentage responses to items and significant differences. Items 1, 3, 5, 7, and 9 deal with students, teachers, school administrators, and parents of one's own race. In each case there were significantly greater percentages on the pre-test in the strongly agree category. In every case the post-test showed a significant decline in the participants perceived ability to communicate effectively with these people. Both parent and student categories had significant increases in neutral responses on the post-test while the remainder showed non-significant, across-the-board reduction of confidence. Communication with social peers of one's own race was viewed with statistically significant more confidence on the pre-test while the post-test showed a significant increase in the moderately disagree category (.01 level).

Students, teachers, administrators, parents and social peers of another race obtained significantly greater percentages in the moderately disagree category on the post-test (.01 level of confidence in each case). The participants exhibited great confidence in their ability to communicate effectively on the pre-test with all groups except students. The pre-test items 4, 6, 8, and 12 had statistically significant greater percentages in the strongly agree category at the .05 level or higher.

All in all the effect of the Title IV Project on perceived ability to communicate was to create less assurance on the part of participants. In-as-much as this may represent greater realism in evaluation of self these results should be viewed postively.

Questions 13 through 16, (Part 2), which elicited feelings about integration, underwent significant changes. There was a significant general increase on the post-test of no-responses to these items. The increase was drawn away from those who had been strongly in favor of rapid integration on the pre-test except in the case of item 16 where the negative choices on the pre-test were reduced and the no response category increased significantly.

The participants felt significantly less confident in their ability to institute changes in instructional methods on the post-test (.05 level). There was a significant decrease in the belief that the curriculum should be changed to better effect integration (.01 level). There was less certainty that integration would increase the difficulty of teaching and less disagreement with the idea that the goals and difficulty level should be changed because of integration. These attitude changes are reflected as a significant increase in the no response category (.01 level).

The remainder of form II (Part 3) elicited a more cautious approach to evaluating the participant's effectiveness in dealing with and being liked and accepted by others. Each of the 18 items had statistically significant higher percentages in the strongly agree category on the pre-test. (See appendix F). Post-test data indicate statistically significant increases on 17 of the 18 items ranging from the moderately agree to moderately disagree, with the majority of significant increases occurring in the neutral category. Those items which show significant post-test increases in negative feelings deal with:

1. effectiveness in assoication with others in general.
2. effectiveness as a teacher of students of another race.
3. relations with parents of another race.
4. being liked and accepted by both races of teachers in a non-integrated situation.
5. being liked and treated fairly by administrators of another race.

Those items which maintained statistically significant positive evaluations on the post-test were:

1. being accepted as a person of worth by students of one's own race.
2. being liked and treated fairly by administrators of one's own race.
3. functioning very well as both a member and leader of groups in the classroom.

The data on part 3 of Form II indicate an increase in feelings of difficulty related to working with individuals of another race and a general decline in self-adjudged effectiveness and acceptance.

Appendix G compares Negro and white participants on the Form II pre-test. Negroes tended to rate themselves either extremely high (.05 level) or extremely low (.05 level) in communicating with Negro students. The white participants were less divided in this regard but had statistically higher percentages in the moderately agree category (.05 level). The Negro participants felt significantly more confident (.05 level) in their ability to communicate with black teachers in their own schools but significantly less capable (.01 level) of communicating with black teachers in other non-integrated schools. They also felt significantly less capable of communicating with black administrators (.05 level) and black parents (.01 level). White teachers on the other hand had significantly more neutral feelings as to their ability to communicate with white teachers, administrators, and parents.

Negro participants felt both extremely negative and extremely positive as to their ability to communicate with white teachers (.05 level in both categories). Whites were significantly more neutral in their feelings concerning black teachers (.05 level). The black participants endorsed to a statistically greater extent than whites, negative feelings in regard to communicating with school administrators (.05 level) of another race. There were no statistically significant differences between black and white participants as to their ability to communicate with social peers of either race.

Part 2 of Form II revealed that Negroes agreed at statistically significant higher levels with total integration, integration of students, and integration of teaching facilities. White participants obtained significantly higher response percentages in the strongly disagree categories on all three items.

Negroes agreed significantly more than whites on the pre-test that it was necessary to change the curriculum in order to effect the integrated program (.01 level), while whites agreed with this idea significantly in the moderately agree category (.05 level). The black participants strongly disagreed that teaching would become more difficult because of integration. This reached statistical significance at the .01 level of confidence.

Part 3 of Form II indicated that Negroes strongly agreed on the pre-test with the following items:

Item 21 Effective in association with others (.01 level).
Item 22 Effective as a teacher of Negro students (.01 level).
Item 23 Effective as a teacher of white students (.05 level).
Item 26 Accepted as a person of worth by black students (.01 level).
Item 30 Liked and accepted by black teachers in non-integrated schools (.05 level).
Item 35 Function well as a group leader in the classroom (.05 level).
Item 36 Accepted and function well as a leader outside the school setting (.01 level).
Item 37 Accepted and function well as group member outside the school setting (.01 level).
Item 33 Liked and treated fairly by white school administrators (moderately agree .05 level).
Item 27 Accepted as a person of worth by white students (neutral .05 level).

On the same part of the Form II pre-test the white participants obtained statistically significant greater percentages in the moderately agree category on the following items:

Item 22 Effective as a teacher of white students (.01 level).
Item 23 Effective as a teacher of black students (.05 level).
Item 26 Liked and accepted as a person of worth by white students (.01 level).
Item 35 Function well as a group leader in the classroom drew a significantly greater percentage of white responses in the neutral category (.05 level).

It is obvious that the black participants rated themselves generally higher than whites rated themselves on effectiveness and acceptance.

On the post-test (see appendix H) the majority of these differences disappeared. Negro participants obtained statistically significant greater percentages on only seven items and whites on only one. The statistically significant post-test items for Negroes were:

Item 4 Communicate well with white teachers in my school - strongly disagree at the .05 level.
Item 9 Communicate well with black teachers in a non-integrated school - moderately agree at the .05 level.
Item 12 Communicate well with white social peers - strongly disagree at the .05 level.
Item 13 I believe in immediate and total integration - neutral at the .01 level.
Item 16 I believe in rapid transition to middle class values of all public school students - neutral at the .01 level.
Item 17 I feel that I have been well prepared to create changes in instructional methods - moderately agree at the .05 level.
Item 20 I believe that the goals and difficulty level of public schools should be changed to meet the demands created by integration - moderately agree at the .05 level.

The only item of significantly different percentages for the whites was:

Item 18 I believe that a change in curriculum is advisable to better effect the integrated program - moderately agree at the .05 level.

In summary, post-test data reveal that Negroes suffered a loss of confidence in their ability to communicate effectively with white people in general. This was accompanied by a general decline in rated effectiveness with and acceptance by both educational and non-educational personnel.

The white participants felt less confident in their ability to communicate with teachers and parents of both races. They were slightly more confident in their ability to communicate with black administrators and white peers but non-significantly less in communicating with Negro peers. There was a significant increase by both races in refusing to answer questions concerning immediate and total integration and rapid integration of both students and teaching faculties. There was non-significant movement by the whites toward greater agreement with transition of the schools to middle class values but also a significant increase in response failures on this item. The white participants underwent a positive but non-significant increase in feelings of being prepared to institute changes in the instructional program. There was also a significant increase in the belief that curricular revision is necessary. A non-significantly smaller percentage felt that teaching would be made more difficult because of integration. Fewer felt confidence in their own effectiveness in inter-personal relationships with both black and white students. A smaller percentage felt accepted and effective in dealing with both black and white parents, teachers, and administrators. In reality, positive feelings were maintained but maximal positive values were reduced to more realistic levels.

All in all the Northwest white group seemed to benefit from the program in that they appeared to take a more realistic view of their interpersonal relationships and working effectiveness. However, the whole problem of integration still tends to elicit withdrawal tendencies.

The Negro participants from the Northwest project may best be described as less sure of their relationships with others on the post-test. While maintaining generally positive attitudes in regard to their ability to communicate effectively and to form harmonious working relationships with both black and white students, teachers, parents, and administrators, they were generally less confident on the post- than on the pre-test. They exhibited significantly greater confidence in Negro administrators on the post-test, but otherwise seemed little changed except to appear somewhat more realistic as to their expectations of the integrated school situation and see predicted effectiveness.

In summary, the Northwest project was instrumental in creating significant changes in attitudes. Since the program's goals were subject matter oriented, the changes were of a somewhat different nature than those experienced in the Western project. A summary of changes follows:

1. The participants appeared somewhat more realistic in their self-evaluations of effectiveness in dealing with others.
2. The Negroes seemed to be less confident that they would be accepted by whites in the integrated situation.
3. The items concerning integration elicited greater feelings of uncertainty on the post-test. The great increase in failure to respond may indicate that more thought has been given to this problem. On the other hand it might indicate a negative trend or a polarization of feeling that requires further ventilation and work.
4. There appeared to be an increased concern for exploration of social-emotional factors as these are related to the problems of integration.

TABLE 2-1

FORM II QUESTIONS

On the answer sheet provided please rate how effective you feel you are for each item presented according to the following scale. A Very Poorly; B Poorly; C Average; D Well; E Very Well.

I I feel that I communicate my ideas, values, and thoughts to:

1. Students of my own race.
2. Students of another race.
3. Teachers of my own race in my school.
4. Teachers of another race in my school.
5. School administrators of my own race.
6. School administrators of another race.
7. Parents of my students of my own race.
8. Parents of my students of another race.
9. Teachers in non-integrated schools of my own race.
10. Teachers in non-integrated schools of another race.
11. Social peers of my own race.
12. Social peers of another race.

II For the statements under item II rate your beliefs according to the following scale:

A Strongly disagree; B Moderately disagree; C Neutral
D Moderately agree; E Strongly agree

13. I believe in immediate and total integration.
14. I believe in rapid integration of students.
15. I believe in rapid integration of teaching faculties.
16. I believe in the rapid transition to middle class values of all public school students.
17. I feel that I have been well prepared to create changes in instructional methods.
18. I believe that a change in curriculum is advisable to better effect the integrated program.
19. I believe that teaching will be made much more difficult due to integration of classes.
20. I believe that the goals and difficulty level of public schools should be changed to meet the demands created by integration.

III For the statements under item III rate your degree of agreement or disagreement according to the following scale:

A Strongly disagree; B Moderately disagree; C Neutral;
D Moderately agree; E Strongly agree

21. I feel that I am very effective in my association with others.

22. I feel that I am very effective as a teacher of students of my own race.

23. I feel that I am very effective as a teacher of students of another race.

24. I feel that my relations to parents of students of my own race are very good.

25. I feel that my relations to parents of students of another race are very good.

26. I believe I am accepted as a person of worth by students of my own race.

27. I believe I am accepted as a person of worth by students of another race.

28. I believe I am well liked and accepted by fellow teachers of my own race.

29. I believe I am well liked and accepted by fellow teachers of another race.

30. I believe I am well liked and accepted by teachers of my own race in non-integrated schools.

31. I believe I am well liked and accepted by teachers of another race in non-integrated schools.

32. I believe that I am liked and treated fairly by administrators of my own race.

33. I believe that I am liked and treated fairly by administrators of another race.

34. I believe that I function very well as a group member in the classroom.

35. I believe that I function very well as a group leader in the classroom.

36. I believe that I am accepted and function well as a leader outside of the school setting.

37. I believe that I am accepted and function well as a group member outside of the school setting.

38. Considering all the above I believe that I rate above average as an effective individual.

Form III (see Table 2-2 and appendicies E and I) was designed to sample teachers' beliefs concerning educative processes. It was administered on a pre-test (N=162) post-test (N=59) basis. There were 13 significantly different responses when pre-post-test data were compared excluding the no response category. These differences can be grouped in two major categories: (a) teacher centered items; and (b) student centered items.

The significantly different teacher centered items on the post-test were as follows:

Item 8	A teacher's effectiveness rests upon his ability to maintain proper "professional distance" between the pupils and himself (.05 level).
Item 11	Children should be given more freedom in the classroom than they usually get (.05 level).
Item 39	A firm hand by the teacher promotes emotional security for pupils (.01 level).
Item 42	Pupils must see clearly that it is the teacher, not they, who has charge of classroom learning (.05 level).
Item 51	Pupils learn to stay alert when they are expected to respond immediately to teacher demands (.05 level).
Item 58	Pupils respect teachers who stand firm on their convictions (.05 level).
Item 59	The completion of any worthwhile task in education requires hard work on the part of pupils (.05 level).
Item 60	Pupils gain more satisfaction from doing a difficult task well than any other achievement (.05 level).

The pre-test items that follow reached statistically significant levels of disagreement but on the post-test were endorsed significantly less. This indicates more teacher centered endorsement after the Title IV Program.

Item 14	Pupils do their best work when they know exactly what to expect from day to day (.05 level).
Item 18	In the interest of good discipline pupils who repeatedly disrupt the class must be severely punished (.01 level).
Item 53	Optimum learning takes place when the classroom setting is completely free of distractions (.05 level).

Only two items, labeled student centered, were endorsed at a significantly higher level after the program.

Item 15	The effectiveness of teaching is enhanced when the teacher has the ability to see the world as each of his pupils sees it (.05 level).
Item 47	The teacher's ability to see the world as each of his students sees it is an absolute must if he is to have any success at all in teaching (.05 level).

The above data support the conclusion that over the course of the Title IV Project the participants were inclined to become somewhat more teacher-centered in their approach to education. This conclusion is further supported by the following items which show trends toward greater teacher centeredness.

There was a non-significant trend from strong endorsement to greater neutrality on the post-test.

Item 54	Pupils learn efficiently the essentials of a subject when every member of the class moves simultaneously through carefully planned lesson sequences.

Item 64. The basic function of education is fulfilled only when pupils are led to understand the general significance of the material they have learned.
Item 36. Nothing captures student's interest in school work as quickly as allowing them to wrestle with problems of their own choosing.
Item 32. The effectiveness of the teacher depends entirely on the amount of personal interest he can invest in the progress of each pupil.

The participants disagreed to a non-significant greater extent on the post-test with Item 57. Pupils learn self direction by having opportunities to set their own goals for learning. There was non-significantly greater agreement on the post-test with Item 19. The goals of education should be dictated by children's interest and needs as well as by the larger demands of society.

The evidence for greater concern with teacher directed activities and planning is very strong considering the direction of both statistically significant items and trends among non-significant items.

In fairness it must be pointed out that the Northwest participants endorsed many pupil-centered items on both pre- and post-tests so that non-significant changes on the post-test do not necessarily indicate the absence of concern for the student centered approach. The following general areas were endorsed highly on both pre- and post-tests.

1. Providing social and emotional warmth.
2. Providing warm personal interest in student progress.
3. Encouraging pupil participation in planning lessons.
4. Providing more pupil freedom in the classroom.
5. Displaying respect for student initiative.
6. Taking personal interest in student welfare.
7. Providing students the opportunity to work on problems of concern to self.
8. Allowing students to set their own work pace.

Nevertheless there appears to be an overall shift toward more concern with teacher-directed activities. This probably reflects both the thrust of the Title IV Project and the feelings of uncertainty created by an essentially changed classroom situation brought about by integration.

Negro participants on the pre-test (N=35) were compared to the white participants (N=84). Statistically significant greater percentages of Negroes endorsed the following items dealing with teacher-centered activities and beliefs. (See Appendix J).

Item 1. Teaching of specific skills and factual subject matter is the most important function of the school (.05 level).
Item 3. The backbone of the school curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matter (.05 level).
Item 5. Learning is essentially a process of increasing one's store of information about various fields of knowledge (.01 level).

Item 8. A teacher's effectiveness rests upon his ability to maintain proper "professional distance" between pupils and himself (.05 level).

Item 18. In the interest of good discipline pupils who repeatedly disrupt the class must be severely punished (.05 level).

Item 20. The logical structure of subject matter is the most realistic guide to the organization of the work in the classroom (.01 level). It should be noted that this is only a difference in degree with white participants who had statistically significant higher percentages in the moderately agree category (.05 level).

Item 52. Proper control of a class is amply demonstrated when pupils work quietly while the teacher is out of the room (.01 level).

Item 53. Optimum learning takes place when the classroom setting is completely free of distractions (.01 level).

Item 59. The completion of any worthwhile task in education requires hard work on the part of pupils (.05 level).

Item 60. Pupils gain satisfaction from doing a difficult task well than any other achievement (.05 level).

Item 64. The basic function of education is fulfilled only when pupils are led to understand the general significance of the material they have learned (.05 level). Note that white participants had a significantly higher percentage in the moderately agree category (.05 level) on this item.

The Negro participants endorsed the following student centered items significantly more than did whites.

Item 37. When given a choice of activity, pupils generally select what is best for them (.05 level).

Item 66. The most important thing a teacher can do to set the stage for learning is to discover the interests of students (.01 level).

The Negro participants disagreed significantly more than did whites, with the following items on the pre-test.

Item 2. The development of social and emotional security for pupils is the most important function of the school (.05 level).

Item 45. The effectiveness of teaching is enhanced when the teacher has the ability to see the world as each of his pupils sees it (.01 level).

White participants on the pre-test agreed to a significantly greater extent with one teacher centered and one student centered item.

Item 43. The teacher who organizes the material and presents it to pupils in a forceful way gets the best results (.05 level).

Item 6. The attitudes learned by a student are often the most important result of a lesson or unit (.05 level).

Further, the white participants disagreed significantly more than did the Negroes with the following teacher-centered items.

Item 25. Grading pupils separately on achievement and citizenship assures that teachers will insist on mastery of subject matter as well as good behavior (.05 level).

Item 41. A well established classroom routine enhances the emotional stability of pupils (.05 level).

Item 51. Pupils learn to stay alert when they are expected to respond immediately to teacher demands (.05 level).
Item 54. Pupils learn effectively the essentials of a subject when every member of the class moves simultaneously through carefully planned lesson sequences (.05 level).
Item 60. Pupils gain more satisfaction from doing a difficult task well than any other achievements (.05 level).

Negro particiapnts endorsed items on the pre-test that were teacher and content centered to a far greater extent than did the white participants. By inference it would appear that white participants are more student centered in their educational beliefs and methodology.

Negro (N=19) and white (N=40) participants were compared using the Form III post-test. See appendix K for statistically significant differences by item categories. Forty-one items proved to demonstrate statistically significant differences between the two groups. However, 31 of these differences may be accounted for by a statistically significant increase in the no response category by Negro participants. Of the 31 significant no response items nine may be considered teacher centered and 22 may be considered student centered. Many interpretations of this phenomenon are possible but the one which seems most likely is that the Negro participants were exposed to methods that were student centered and consquently in opposition to their beliefs prior to the program. The no response incidence may indicate confusion and/ or a tentative loosening of traditional control and beliefs.

The following items were endorsed by the Negro participants significantly more positively than by the white participants.

Item 2. The development of social and emotional security for pupils is the most important function of the school (.05 level).
Item 8. A teacher's effectiveness rests upon his ability to maintain proper "professional distance between the pupils and himself." (.01 level).
Item 18. In the interest of good discipline pupils who repeatedly disrupt the class must be severly punished (.05 level).

The following items were endorsed significantly more by Negroes in a negative or neutral direction.

Item 1. Teaching of specific skills and factual subject matter is the most important function of the school (.05 level).
Item 6. The attitudes learned by a student are often the most important result of a lesson or unit (.05 level).
Item 58. Pupils respect teachers who stand firm on their convictions. (.05 level).
Item 68. I use lesson plans and feel they are necessary for effective teaching (.05 level).

The white participants obtained statistically significant different percentages of endorsement on twenty items. Only those items not associated with significantly higher percentages in the no response category by Negroes will be listed.

Item 14. Pupils do their best work when they know exactly what to expect from day to day. (Moderately agree). (At the .05 level).

Item 20. The logical structure of subject matter is the most realistic guide to the organizations of the work in the classroom. (Moderately disagree at the .05 level).

Item 23. The curriculum consists of subject matter to be learned and skills to be acquired. (Moderately agree at the .01 level).

Item 25. Grading pupils separately on achievement and citizenship assures that teachers will insist on mastery of subject matter as well as good behavior. (Neutral at the .05 level).

The remainder of the response differences for whites that reach statistical significance are associated with high no response rates for Negroes. Of these, nine endorse student centered items, three endorse teacher centered items, two are neutral on teacher centered items, and two reject teacher centered items.

It would seem that white participants suffered some confusion over the course of the program which is reflected by a limited increase in endorsement of more traditional beliefs.

Form III data indicate that Negro participants, significantly more than whites endorsed a teacher-centered, punitive, traditional approach to education. While there was considerable agreement among both races with a number of student-centered ideals, these beliefs seemed to change little over the course of the Title IV Program. The white teachers, to a limited extent, appeared to move toward a more traditional approach during the project. For both races traditionalism was expressed by greater concern for structure in the learning situation in terms of materials, methods, and source of classroom authority.

Of equal importance was the trend on the post-test for Negro participants to refuse to respond, particularly to questions involving beliefs about teaching processes. Both races apparently felt more threatened on the Form II post-test by items concerning integration and significantly increased their no response percentages. One can only speculate as to the source of this behavior. It is possible that it is an indication of resistance to the ideas presented in the program. Refusing to "play the game" on the post-test could well be considered a "safe" way to attack these ideas. It is also possible that the participants felt they had been "preached to" and these preachments were alien to a long held set of beliefs. Negation by refusing to respond on the post-test is again "safe" but also communicates the negative feelings without the problems created by direct expression. Third it is possible that this was a reaction to the evaluation itself and to the length of the evaluation forms. Undoubtedly many emotionally toned tender spots were stimulated by the questions and could be interpreted as an invasion of privacy. However, the latter reason seems not to hold up when the questions are examined. The more personal items at the end of Form III are answered without hesitation as are the items at the beginning of the form which are very similar in content to the items which were refused. On Form II, only the items dealing with beliefs about integration processes met with refusal. The positioning of the items leads to the belief that this was a negative reaction to some aspect of the program with which the participants strongly disagreed but about which they felt too fearful to respond negatively and overtly.

TABLE 2-2

Form III Educative Process Opinion Inventory Questions

For the following items please endorse one of the following five alternatives by blackening the appropriate space on the IBM answer sheet.

A. Strongly Disagree
B. Mildly Disagree
C. Neutral
D. Mildly Agree
E. Strongly Agree

Section I

1. Teaching of specific skills and factual subject matter is the most important function of the school.

2. The development of social and emotional security for pupils is the most important function of the school.

3. The backbone of the school curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matter.

4. The teacher assures optimum learning conditions by giving top priority to the social-emotional needs of pupils.

5. Learning is essentially a process of increasing one's store of information about various fields of knowledge.

6. The attitudes learned by a student are often the most important result of a lesson or unit.

7. Nothing stimulates a pupil to apply himself more diligently than a warm, personal interest in his progress shown by the teacher.

8. A teacher's effectiveness rests upon his ability to maintain proper "professional distance" between the pupils and himself.

9. Teachers who like pupils will usually encourage pupil initiation and participation in planning lessons.

10. Teachers who do not like pupils will usually decide on and plan lessons alone rather than use pupil participation.

11. Children should be given more freedom in the classroom than they usually get.

12. Children need and should have more supervision and discipline than they usually get.

13. Across-the-school routine imposes a consistency in classroom procedure which tends to restrict important avenues for learning.

14. Pupils do their best work when they know exactly what to expect from day to day.

15. Pupils frequently learn much more under their own initiative than they do under teacher direction.

16. The effective teacher has complete control of the learning situation at all times.

17. Students who misbehave or do not learn are generally children who need more love.

18. In the interest of good discipline pupils who repeatedly disrupt the class must be severly punished.

19. The goals of education should be dictated by children's interests and needs as well as by the larger demands of society.

20. The logical structure of subject matter is the most realistic guide to the organization of the work in the classroom.

21. In teaching it is quite essential to cover the material in the course of study.

22. The teacher must avoid strict adherence to the sequence provided by a textbook series.

Section II

23. The curriculum consists of subject matter to be learned and skills to be acquired.

24. The over-all plan of education suffers when teachers depart substantially from the subject outline.

25. Grading pupils separately on achievement and citizenship assures that teachers will insist on mastery of subject matter as well as good behavior.

26. Before pupils are encouraged to exercise independent thought they should be throughly grounded in the facts and knowledge about the subject.

Section III

27. The individuality of pupils is sustained when teachers make allowances in their grade reports for the varying interests pupils have.

28. Pupils gain a sense of belonging when the teacher encourages friendships among pupils in the room.

29. Teachers increase their chances of directing the work into productive channels by having pupils participate in the planning.

30. Group activity teaches children to think and plan together, independent of direct supervision by the teacher.

31. Small group work uses to best advantage the contrasting personalities, skills, and interests pupils have.

32. The effectiveness of the teacher depends entirely on the amount of personal interest he can invest in the progress of each pupil.

33. Pupils master the essentials of a subject only when extensive plans are made for accommodating individual differences in pupils.

34. A teacher can frequently "reach" a rebellious pupil by taking an intense personal interest in his welfare.

Section IV

35. There is too great an emphasis on keeping order in the classroom.

36. Nothing captures students' interest in school work as quickly as allowing them to wrestle with problems of their own choosing.

37. When given a choice of activity, pupils generally select what is best for them.

38. Pupils learn best when permitted to set their own pace in doing the work.

Section V

39. A firm hand by the teacher promotes emotional security for pupils.

40. Pupils must be kept busy or they soon get into trouble.

41. A well established classroom routine enhances the emotional stability of pupils.

42. Pupils must see clearly that it is the teacher, not they, who has charge of classroom learning.

43. The teacher who organizes the material and presents it to pupils in a forceful way gets the best results.

44. Establishing the rules well in advance strengthens the teacher's hand in meeting the various problems that might arise.

Section VI

45. The effectiveness of teaching is enhanced when the teacher has the ability to see the world as each of his pupils sees it.

46. Children learn best in an atmosphere filled with love and emotional support.

47. The teacher's ability to see the world as each of his students sees it is an absolute must if he is to have any success at all in teaching.

48. Good rapport with pupils is maintained by the teacher who always finds time to help individuals with special problems.

49. Learning is enhanced when teachers praise generously the accomplishments of pupils.

50. The pupil's impression of the teacher's personality greatly influences what he learns.

Section VII

51. Pupils learn to stay alert when they are expected to respond immediately to teacher demands.

52. Proper control of a class is amply demonstrated when pupils work quietly while the teacher is out of the room.

53. Optimum learning takes place when the classroom setting is completely free of distractions.

54. Pupils learn efficiently the essentials of a subject when every member of the class moves simultaneously through carefully planned lesson sequences.

Section VIII

55. Pupils respect teachers who expect them to work hard in school.

56. Lessons presented in the form of problems to be solved are the best means of motivating pupils.

57. Pupils learn self direction by having opportunities to set their own goals for learning.

58. Pupils respect teachers who stand firm on their convictions.

59. The completion of any worthwhile task in education requires hard work on the part of pupils.

60. Pupils gain more satisfaction from doing a difficult task well than any other achievement.

Section IX

61. Pupils never really understand a subject until they can relate what they learned to the broader problems of the world.

62. Teachers must always be prepared to explain to pupils interrelationships among various elements of the overall curriculum.

63. Pupils gain better understanding of the subject if assignments are presented to them as a series of interrelated problems.

64. The basic function of education is fulfilled only when pupils are led to understand the general significance of the material they have learned.

65. If curriculum plans are to be developed, they must go into detail on how course content can be integrated across subjects.

66. The most important things a teacher can do to set the stage for learning is to discover the interests of students.

Section X

67. I feel that I am effective in getting across subject matter to my students.

68. I use lesson plans and feel they are necessary for effective teaching.

69. I feel that the teachers "work-day" should be over when the dismissal bell rings.

70. I believe that I am accepted by students of my own race.

71. I believe in withholding confidential information about my students.

72. I try to find out all that I can about my students.

73. I conduct conferences with or concerning my students and feel that this is a necessity.

74. I constantly seek to improve learning facilities and opportunities.

75. I find that I have to do a fair amount of research in connection with my classroom instruction.

76. I feel that I am accepted by students not of my race.

77. I believe in using democratic methods in my classroom.

78. My students seem to be interested in things that I have to say.

79. I believe in strict disciplinary methods.

80. I feel that I am an effective disciplinarian.

81. I believe that students should feel free to talk of racial issues in my class and they do so.

82. I feel that I am accepted by the other members of my school's faculty.

83. I enjoy my work and feel that my students should know this.

84. I feel that classes should be limited to subject matter; other things should be talked of at different times.

85. I believe that students should see things the way that I do in my classroom.

86. My students seem to enjoy our classes.

87. I find that students get "bored" easily when we talk of subject material.

88. I feel that the classroom situation should be formal and try to conduct mine in such a manner.

89. I always follow my class plans and feel that it is harmful to deviate from them.

90. I am prompt in getting to my classes.

91. I am neat and try to dress in good taste.

92. My students confide in me, but I do not get too familiar with them. I require them to address me as Mr. or Mrs./Miss.

93. I know the community in which I am teaching very well.

94. I know the rules and procedures of my school.

95. I feel that student's statements should be challenged to understand or test their reasoning.

96. I believe that I am a "competent teacher" in my present position.

P A R T III

Conclusion

The Northwest Title IV Project was successful in meeting some objectives but much less so in meeting others. Two probable major positive effects of the program are the tendencies: (a) to be more realistic in evaluating one's effectiveness in the over-all integrated situation and; (b) to recognize the necessity for changing curricular structure and approach to meet the demands created by integration. The following conclusions seem appropriate in terms of the general evaluation objectives presented in Part I of this report.

I. Self-Concept

The participants seem somewhat more realistic in regard to self-concept. The tendency to overevaluate effectiveness of communication and skill in forming interpersonal relationships across racial and cultural lines was effectively reduced over the course of the project. In this sense there appears to be somewhat greater flexibility in dealing with problems but this flexibility seems to be concentrated in the area of greater concern for student welfare. The tendency is at least as great as before the program to resolve frustrations and ambiguities by traditional academic methods.

II. Cross Cultural Understanding

As stated previously there appears to be greater realism in judging one's communication effectiveness after the program. The desire to understand student motivation and goals increased. However the participants' perceptions of the educational process seem little changed. This tendency may negate, to some extent, the desire to change methods.

III. Methods Skills

While the participants have a real desire to understand and work with individual differences, there appears to be little evidence to support the belief that less rigidity in instructional approach will occur. The participants seem to want to know more about their particular teaching areas, to develop greater skills in leadership, and to increase their abilities in obtaining and maintaining positive interpersonal relationships. However the thrust of these personal objectives may be blunted by the tendency to apply them under traditionally based conditions.

IV. Attitudes

Initially attitudes concerning integration were polarized. After the program there appeared to be greater uncertainty by a large number of participants. To the extent that this represents an open "wait and see" attitude, the program has provided conditions that could result in very positive gains given positive integrated relationships. There is less certainty among both races that they will be successful in dealing with students, parents, and fellow teachers of another race. Nevertheless, the participants seem reconciled to the concept of the necessity of change and this should represent the necessary first step toward building a harmonious integrated educational system. Much work is needed in this area before positive results are possible.

V. Commitment Processes

Responses to the evaluation instruments indicate that the participants agree with the major objectives outlined in the Title IV Project. In most cases they were cooperative with the program administrators and evaluators and obviously invested considerable effort in attending activities and interacting on a meaningful level. There can be no question regarding the sincerity of their commitment to educational improvement. The cautiousness noted in earlier sections of this report is neither surprising nor indicative of negative feelings toward improvement of their own competencies or of the educational system.

VI. Redefinition of Problems

Because of the nature of the Northwest program, there was little change in teacher perceived problems. The questions of acceptance, discipline, and methods were perceived as major problems both on the pre- and post-test. There was somewhat greater concern on the post-test with establishing positive interpersonal relationships, especially across racial lines. Integration still arouses considerable uncertainty and negativism. This list would appear to serve as an adequate constellation of problems on which to base future programs.

Recommendations

In order to take advantage of the experience gained in this program, the following recommendations are offered in planning future programs:

1. There should be greater emphasis placed on small group work with particular attention given to allowing participants the opportunity to interact informally. The type of program just ended serves one function, but greater communication is needed, particularly across racial lines.

2. The problems of integration should be openly discussed to allow ventilation of feelings. There is considerable evidence in the evaluation that this may be a greater problem than is currently thought.

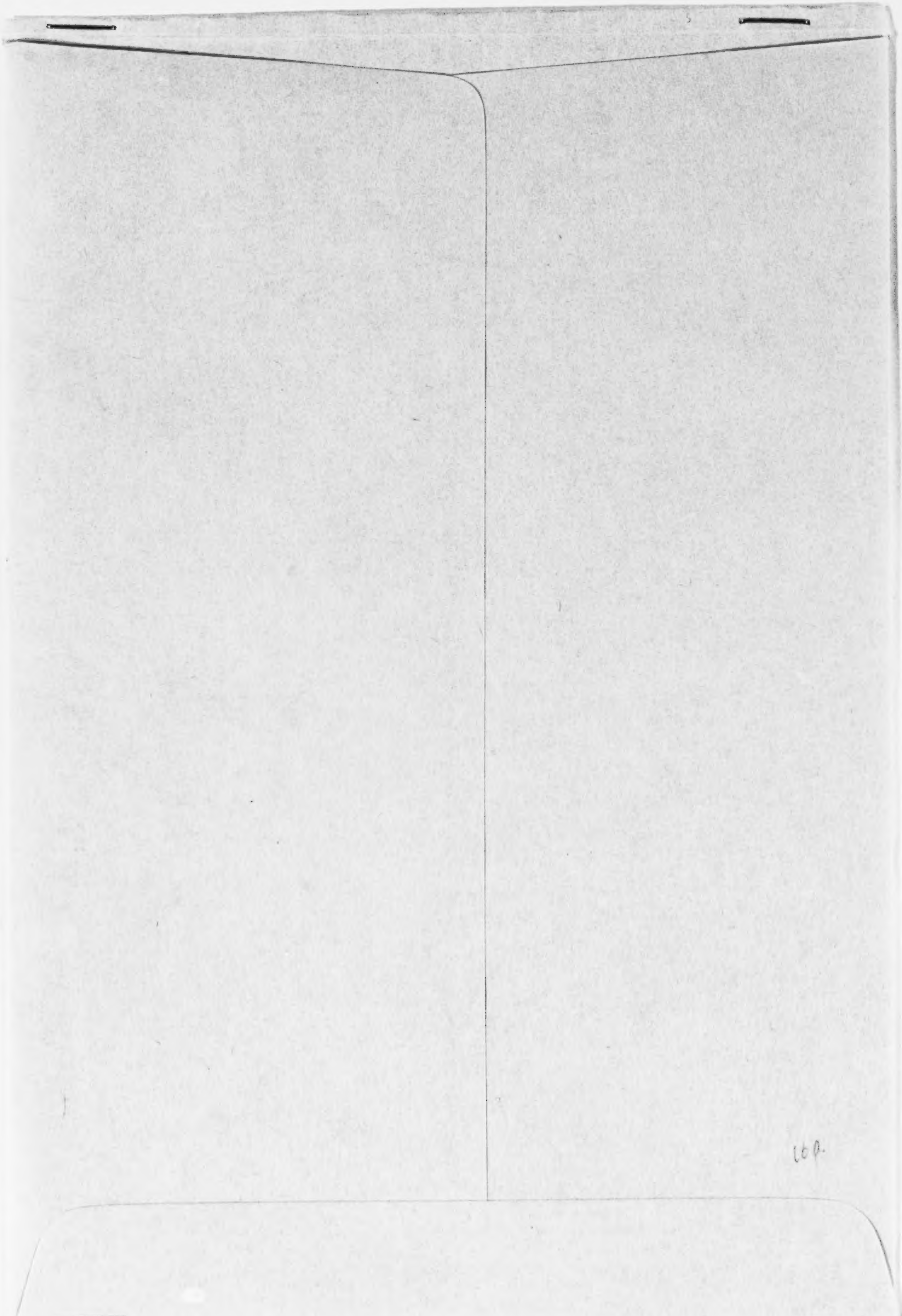
3. Future programs should concentrate on areas other than academic ones. For example, greater emphasis seems to be needed in understanding behavior, multiple approaches to teaching, and communication skills.

4. A better planned orientation to such programs should be constructed and executed. Objectives should be explicitly stated to allow complete understanding by all participants and consultants.

5. Future programs should involve administrators. Teachers may find it difficult to become excited over such programs unless they believe administrative changes will occur concomitantly with instructional ones.

6. Effective communications should be established with the community at large to prevent participants developing feelings of alienation because of their participation. This might go so far as to include laymen from the area in the program.

ATTACHMENT NO 1



ATTACHMENT NO. 1

16p.

NORTHWEST ALABAMA

COOPERATIVE PROJECT

January 1 - December 31, 1969

Sponsored By
U.S. Office of Education
Title IV Civil Rights Act of 1965
in
Cooperation With
University of South Alabama
and
Auburn University

Colbert County Schools
Florence City Schools
Lauderdale County Schools

Russellville City Schools
Sheffield City Schools
Tuscumbia City Schools

To our Consultants and Co-Workers:

May we extend a warm welcome as you come into ou "Professional growth" workshop.

A workshop for the consideration of team teaching, individualized instruction, human understanding and materia development comes, we believe, at the right moment. In a growin and changing society, the primary tasks of the school must also grow and change. We in the Tuscumbia City School System share with you a feeling of strong commitment to exploring the possibilities of new ways of organizing so that we may better teach individuals. The struggle today is very real between massiveness. standardization, conformity on the one hand, and on the other the spirit of individualism which has given freedom and democracy and life itself their meaning.

We must, then, work together to forge better tools for the ever enlarging job of educating fast growing numbers of our children for an always more complex life. Equally must we struggle everlastingly to keep education a process of enrichment of the mind and spirit of the young American whose destiny is measured in large part by his wisdom.

You are keenly aware of the many problems which educators face. You know, that in all probability each day will bring additional problems. It will take the very best efforts of all educators to keep our programs strong and bring about the needed improvements. It is going to take school districts working together as a closely coordinated team to build better programs. There is an urgent need for complete harmony and full cooperation in the months to come.

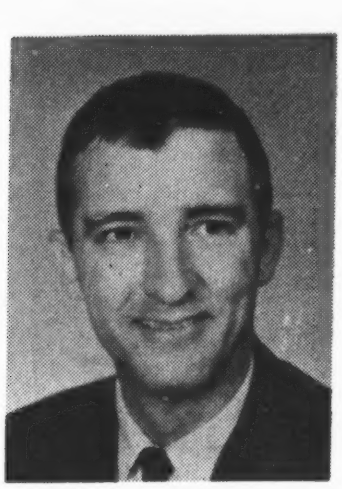
We gratefully acknowledge the valuable assistance of our consultants and specialists and do herewith express our sincere appreciation to them. Also, we express our appreciation to the teachers and administrators in the six cooperating school systems who continue to give so freely of themselves for the benefit of children.

Jack H. Vardaman
Superintendent of Schools
Tuscumbia

Miss Sarah Turberville has worked as a classroom teacher in the Colbert County, Anniston, and Tuscumbia Public Schools. She was one of the first teachers in the Tuscumbia System to work as a member of a teaching team. Before becoming Curriculum Director, the position she now holds, she served as special reading teacher at Northside Elementary School and program consultant at the Southside School.

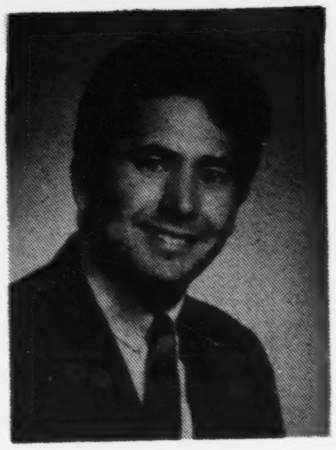
Dr. Edward G. Ponder is Research Associate Professor of Education in the Department of Early Childhood and Elementary Education, School of Education, New York University. His teaching experience includes work in grades three through seven, classes for in-migrant transient children, and instructor at New York Medical College in the Department of Psychiatry for two years. Presently Dr. Ponder is serving as consultant to various school systems, colleges and universities, nationally and internationally, on educating the disadvantaged child.

Dr. John Lovell is Dean of School of Education at the University of Bridgeport, Connecticut. Prior to this, he was Professor of Education and alumni professor at Auburn University. He also served as Director of Auburn Center for assisting school systems in problems of desegregation. Dr. Lovell has had experience as a teacher, as supervisor of instruction in Fayette County, Kentucky, and served as assistant superintendent of Mobile County Schools. He was Director of Experimental Programs in Teacher Education at the University of Missouri and also served a short term as Acting Dean.



Dr. William L. Pharis is Head Professor in the Department of Educational Administration and Supervision at Auburn University. He began his career in education as an instructor at Georgia Teachers College at Columbus, Georgia. For six years, he was a faculty member at the University of Nebraska. Dr. Pharis is the author and co-author of several articles and publications. In the summer of 1969, Dr. Pharis will leave Auburn to serve as Executive Secretary of the National Department of Elementary School Principals in Washington, D.C.

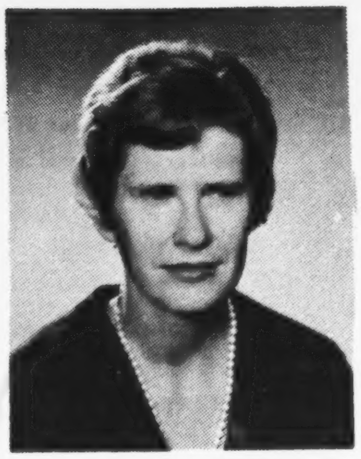
Dr. Uvaldo Palomares is co-director of the Human Development Training Institute, San Diego, California, and is Assistant Professor in the School of Education, San Diego State College. He is a consultant on early childhood education for the Department of Research and Evaluation, Project Head Start, Office of Economic Opportunity. Dr. Palomares is presently serving in numerous other capacities of equal importance. He has a degree in psychology and is the author of many publications pertaining to subjects related to this field. Some of his special areas of interest are the education of the culturally deprived, clinical psychology and early childhood guidance.



The Colbert-Lauderdale Child Study Center will present demonstrations and training in a number of areas related to humanistic education. Sessions will include examples of programs such as the Human Development Training Program and sensivitity training which are being incorporated by teachers in their regular classrooms. The early detection of emotional problems will be emphasized and teachers will be given material which will help them to recognize and work with students in affective areas. Mrs. Dee Crowder from the Child Study Center will direct the sessions and be assisted by other staff members, Mrs. Mary Moore, Miss Martha Cooke, and Mrs. Ruth Fogleman.

Mr. Joe A. Richardson is principal of Carleton Washburne School, Winnetka, Illinois, He has been a high school teacher, and was Director of Learning Laboratory, Winnetka Public Schools, including administration of a three-year Ford Foundation Grant. He has served as director of institutes and workshops in various states, and is consultant for Addison-Wesley Publishing firm and Borg-Warner Research and Development Center. He has had several articles published.

Dr. William D. Rader, Director, Economic Education Projects, Industrial Relations Center, The University of Chicago, has had experience as a high school teacher and college instructor in Cicero, Illinois, and as a research assistant at Purdue University, Lafayette, Indiana. In his present position he is involved in an elementary school economics program for grades 4, 5, and 6; in a cooperative venture with Midwest Program on Airborne Television Instruction to develop TV lessons in basic economics for ninth grade; and in a basic economics program for adults in industry. He has a variety of professional publications.



Dr. Lola J. May is mathematics consultant for the Winnetka (Illinois) Public Schools. She works directly with children and teachers, grades K - 8. She also teaches methods courses at Northwestern University and at National College of Education, serves as a consultant to numerous school systems, is a regular contributing author on modern mathematics to the Grade Teacher, and is a featured speaker at many state and national professional meetings. Dr. May is author and co-author of many publications.

Dr. Charles M. Weller, since 1964 has been a faculty member in the College of Education at the University of Illinois, and in the Department of Secondary and Continuing Education. He has had experience as a teacher of science, mathematics, and physics and served as the Assistant Director of the Harvard Academic Year Institute, Harvard University, Cambridge, Massachusetts. At the University of Illinois he has taught both undergraduate and graduate level courses in science education and has also been actively involved in the development of in-service training workshops in Illinois. At the present time he is conducting a graduate seminar on in-service training, and is the Project Coordinator for the Illinois State Physics Project.

Mrs. Charlotte S. Garth is presently employed in the Chattanooga Public School System. She served in a supervisory capacity as Itinerant Reading Teacher for six schools. In June 1966, she was one of the twenty-nine to be selected from sixteen hundred applicants to attend an N.D.E.A. Institute in Reading. She has given many demonstrations using some of the newer approaches in Reading for the International Reading Association.

Dr. Andrew Weaver is Associate Professor in the Department of Secondary Education at Auburn University, Auburn, Alabama. In the Knoxville, Tennessee, Schools, he worked both on junior high and senior high levels. Dr. Weaver served as President of the Alabama State Council of Social Studies and as consultant to several systems throughout the Southeast.

Dr. William B. Shell has been on the faculty of the School of Education at Auburn University since 1965 and at present is Head of the Science Division of the Department of Secondary Education. For four years he was head of the science department at Tallapoosa High School, Tallapoosa, Georgia. Dr. Shell has served as science consultant to many school systems during the past few years.

Mr. Elroy Venzke is a Language Arts Consultant for Carleton Washburne School, Winnetka, Illinois. He has a background of twenty-five years teaching experience in grades one through twelve. His writings include eighth grade grammar; Proposal for Developmental Reading; Curriculum Development, Language Arts and Social Studies; Linguistics Supplements; and Creative Reading and Writing Units for Winnetka, Illinois, as well as publications for Random House, Clearing House and other journals.

Dr. Stafford Clark is presently serving as Director of the Auburn Center and coordinator of Field Services at Auburn University. From 1942-43 he served as Principal of Winder High School, Winder, Georgia, and from 1943-48 as principal of Center High School, LaGrange, Georgia. He served as superintendent of Troup County Schools, LaGrange, Georgia. Dr. Clark has served on many national, state, and regional committees in the field of education. He is very active in church and civic affairs.

Dr. John M. Lane is currently teaching courses in educational psychology and guidance and counseling as an Associate Professor of Education at the University of South Alabama and is Assistant Director of the Center for Intercultural Education at this institution. Prior to coming to the University of South Alabama, he was Director of Counseling Services and Associate Professor of Educational Psychology and Guidance at Western Kentucky University. He served as a consultant to the Bowling Green, Kentucky, Title III project, which is an experimental program designed to individualize the instruction of youngsters in grades one through eight.

Mr. William Raymond Jones is Media Specialist for Southeast Alabama Educational Media Project, Troy State University, Troy, Alabama. From 1960-61, Mr. Jones worked in the Morgan County Schools and from 1961-66 in the Decatur High School. He served as ETV and Media Coordinator for the Decatur City Schools from 1966-1968. In July of this year he will assume the duties of Assistant Director of the Educational Facilities in the Birmingham City School System.

Mrs. Caroline S. Saxe is Training and Curriculum Instructor with the Institute for Developmental Studies, New York School of Education, New York University. She has had experience as a playground instructor for the New York City Public Schools, as a buyer and research surveyor for major department stores, a newspaper reporter, assistant teacher in the pre-kindergarten program and administrative curriculum coordinator for New York Medical College.

Dr. Lula Way is Professor of Psychology at Florence State College, Florence, Alabama. She has had experience as a teacher, supervisor of student teachers and campus school supervisor and principal. She is active in civic and church-related activities in her community and an ardent hobbyist in a variety of interests. She has several published works.

Dr. Arthur Jonas is Principal of Campus School and Professor at Newark State College, Union, New Jersey. He has served as a teacher in grades 4 - 6. In various colleges and universities, he has served as part-time Instructor of Philosophy of Education, Language Arts, Math, Child Development, and Social Studies. Dr. Jonas is author and co-author of several publications.

FEBRUARY 22

9:00-10:00	Speaker - A New Day in Education - Joe Richardson
10:00-10:30	Break
10:30-12:00	Groups - Orientation and organization
12:00-12:45	Lunch - Served at school each meeting (Price-75¢
12:45- 1:30	Speaker - Why Individualize? - Dr. Wm. Pharis
1:30- 1:45	Break
1:45- 3:00	Group work
3:00- 3:10	Assembly

APRIL 19

9:00-10:00	Speaker - Dr. Stafford Clark The Process of Individualizing Instruction
10:00-10:30	Break
10:30-12:00	Group work
12:00-12:45	Lunch
12:45- 2:00	Group work
2:00- 2:15	Break
2:15- 3:00	Dr. John Lane - Speaker Evaluation Proceduare in an individualized Program

MAY 17

9:00-10:00	Speaker - Dr. John Lovell Innovations - Teaching and the Change Process
10:00-10:30	Break
10:30-12:00	Group work
12:00-12:45	Lunch
12:45- 2:00	Group work
2:00- 3:00	Speaker - Dr. John Lovell Techniques in Team Teaching
3:00- 3:10	Assembly

JUNE 16

8:30- 9:30	Film - Goodlad
9:30-12:00	Group work
12:00-12:45	Lunch
12:45- 3:00	Group work
3:00-3:10	Assembly

JUNE 17

8:30- 9:30	Speaker - Dr. Uvaldo Palomares Human Development
9:30-10:00	Break
10:00-12:00	Groups 1, 2, 3 - Group work
	Groups 4, 5, 6, 7 - Human Development and Team Planning
12:00-12:45	Lunch
12:45- 3:00	Groups - Same as morning session
3:00- 3:10	Assembly

JUNE 18

8:30- 9:15	Speaker - Miss Sarah Turberville Team Teaching in Action
9:15-12:00	Groups 1, 2, 3, - Committee work Groups 4, 5, 6, 7 - Human Development and Team Planning
12:00-12:45	Lunch
12:45- 3:00	Groups - Same as morning
3:00- 3:10	Assembly

JUNE 19

8:30- 9:30	Speaker - Mrs. Caroline Saxe Preparing Instructional Material
9:30-12:00	Groups 1, 2, 3 - Committee work Groups 4, 5, 6, 7 - Human Development and Team Planning
12:00-12-45	Lunch
12:45- 2:00	Groups - Same as morning session
2:00- 3:00	Speaker - Mrs. Caroline Saxe
3:00- 3:10	Assembly

JUNE 20

8:30- 9:30	Film - Goodlad
9:30-12:00	Groups 1, 2, 3 - Committee work Groups 4, 5, 6, 7 - Using Visual Aids to Individualize Instruction - Mr. Ray Jones
12:00-12:45	Lunch
12:45- 3:00	Groups - Same as morning
3:00- 3:10	Assembly

JUNE 23

8:30- 9:30 .... Film - Goodlad
9:30-12:00 ......Groups 1, 2, 3 - Human Development and Team Planning...........Groups 4, 5, 6, 7 - Committee work
12:00-12:45 .... Lunch
12:45- 3:00 .... Groups - Same as morning
3:00- 3:10 .... Assembly

JUNE 24

8:30- 9:30 .... Speaker - Dr. Edward Ponder
Teaching the Deprived Child
9:30 -12:00 Groups 1, 2, 3 - Human Development and Team Planning .... Groups 4, 5, 6, 7 - Committee work
12:00-12:45 .... Lunch
12:45- 2:00 .... Groups - Same as morning
2:00- 3:00..............................Speaker - Dr. Edward Ponder
3:00- 3:10 .... Assembly

JUNE 25

8:00- 9:30 .... Speaker - Arthur Jonas
Teaching Children to Think
9:30 -10:00 .... Break
10:00-12:00 .... Groups 1, 2, 3 - Human Development and Team Planning.............Groups 4, 5, 6, 7 - Committee work
12:00-12:45.. Lunch
12:45- 3:00 ....Groups - Same as morning
3:00- 3:10 .... Assembly

JUNE 26

8:30 -12:00 ......Groups 1, 2, 3 - Using Visual Aids to Individualize Instruction - Mr. Ray Jones ..... Groups 4, 5, 6, 7 - Committee work
12:00-12-45 .... Lunch
12:45- 3:00.................................. Groups - Same as morning
3:00- 3:10 ....Assembly

JUNE 27

8:30-12:00	Groups - Committee Reports
12:00-12:45	Lunch
12:45- 1:45	Groups - Committee Reports
1:45- 2:00	Break
2:00- 3:00	Speaker - Dr. Lola May The Challenge of Teaching

AUGUST 12

9:00-12:00	Groups - Committee work
12:00-12:45	Lunch
12:45- 3:00	Groups - Committee work
3:00- 3:10	Assembly

AUGUST 13

8:30- 9:30	Speaker - Mr. Joe Richardson The Role of the Teacher in Today's School
9:30-10:00	Break
10:00-12:00	Groups - Committee work
12:00-12:45	Lunch
12:45- 2:00	Groups - Committee work
2:00- 2:15	Break
2:15- 3:00	Group reports

OCTOBER 11

9:00-10:00	Speaker - Dr. Lula Way How to Succeed by Trying
10:00-10:30	Break
10:30-12:00	Groups-Committee work
12:00-12:45	Lunch
12:45- 2:45	Groups-Committee work
2:45- 3:00	Assembly

November 15

9:00-12:00	Groups-Committee work
12:00-12:45	Lunch
12:45- 2:00	Group reports
2:00- 3:00	Speaker - Dr. Lola May The Challenge of Change

Group work and committee are synonymous as used here and refer to group sessions with "subject area" consultants. Subject areas: Math, Secondary Language Arts, Elementary Science, Elementary Social Studies, Secondary Science, Secondary Social Studies, Elementary Language Arts.

GROUP ASSIGNMENTS

GROUP I

Cherovise Hamilton
Ruth Nell Ricks
Lewis Garner
Flossie Paden
Auline Mecke
Betty Thigpen
Thomas Glasgow
Clifton Overton
Mrs. Sammie M. Brown
Walter Lee Carter
Sarah Clark
Charles Wise, Jr.
Sylvia McElroy
Maurine Pittmen
Jeanette H. McCollum
Lonnie G Adkins
Mary F. Eastland
Lucile Hamilton
Fred Johnson
Adam Stanford
Amos Malone
Joan Allen
Arweda Coker
Lena Armstead
Reba G. Shelton
Nan DeFoor

GROUP II

Mildred Kimbrough
Mrs. Alvin Pillar
Elizabeth Kelley
Reata Bushby
Beulah Prince
Willa Jean Cagle
Charlotte Dean
Martha Musgrove
Anna Woodward
Ella Johnson
Eloise H. Lewis
Betsy Johnson
Kathrine Mills
Lula Mae Ford
Sara Pennington
Kenneth Jones Eppes
Gractia Culver
Nell Jones
Elmira Nelson
Eloise Mills
Mary C. Potter
Katrina Gamble
Marilyn Moore
Essie Goad
Mary Jo Hannah
Marjorie B. Belew
Jewell Shook
Joan McElheny
Minnie Croom

GROUP III

Mary Christine Bolds
Katherine C. Truitt
Anna B. Leslie
Walterene McCullough
Mildred Mize
Vivian Paulk
Shelba Adomyetz
Thelma McGee
Peggy Price
Dean Taylor
Nancy Rugh Redding
Augazelle Gist
Reba Wilcoxson
Mrs. Polly T. Worley
Willie Moxley

GROUP IV

Joe Tune
Janet C. Bell
Willie Sue Smith
Helen Robinson
Gwen Landrum
Sarah Spain
Mettie Lou Lumpkin
Edith White Davis
Mary Bell Eldridge
Evelyn W. Calloway
Gertrude A. Lowery
Vernice C. Truitt
Johnnie Bobo
Ruth Simpson

GROUP V

Frankie Bridges
Ruth Brown
Barbara T. Glasgow
Valera Potts
Helen G. Pickens
Mildred Mason
Dorothy Sneed

Robert Phillips
Emmett Jimmar
Annie Lee Rowell
Dimple Holland
Marjorie S. Robinson
Sam Pendleton, Jr.
Bryce Tidmore

Gail W. Terrell
Larry H. Mitchell
Lacy J. Waynick
Margie E. Owen
G.T. Robinson
Gertrude Burt
Doris Stephens

GROUP VI

Marjorie Hamm
Alice C. Davis
Odie M. Garrett
Carl Kelley
Anna L. Harris
William Martin
Amy Stockard
Ramella Napier
Walter Mullins

Joan D. Rosser
Norene S. Hyde
Ronald Pettus
Eva Dendy
Mrs. B.J. Godfrey
Mildred Watkins
Rubye Hooks
John Mayberry
Arnold Morton

John W. Winston
Sarah Simpson
Gloy Rhodes
Samyller Van Jones
Eleanor Mayberry
Alice Colcock
Ada Beachum
Lucele Moss
Mrs. E. J. James

GROUP VII

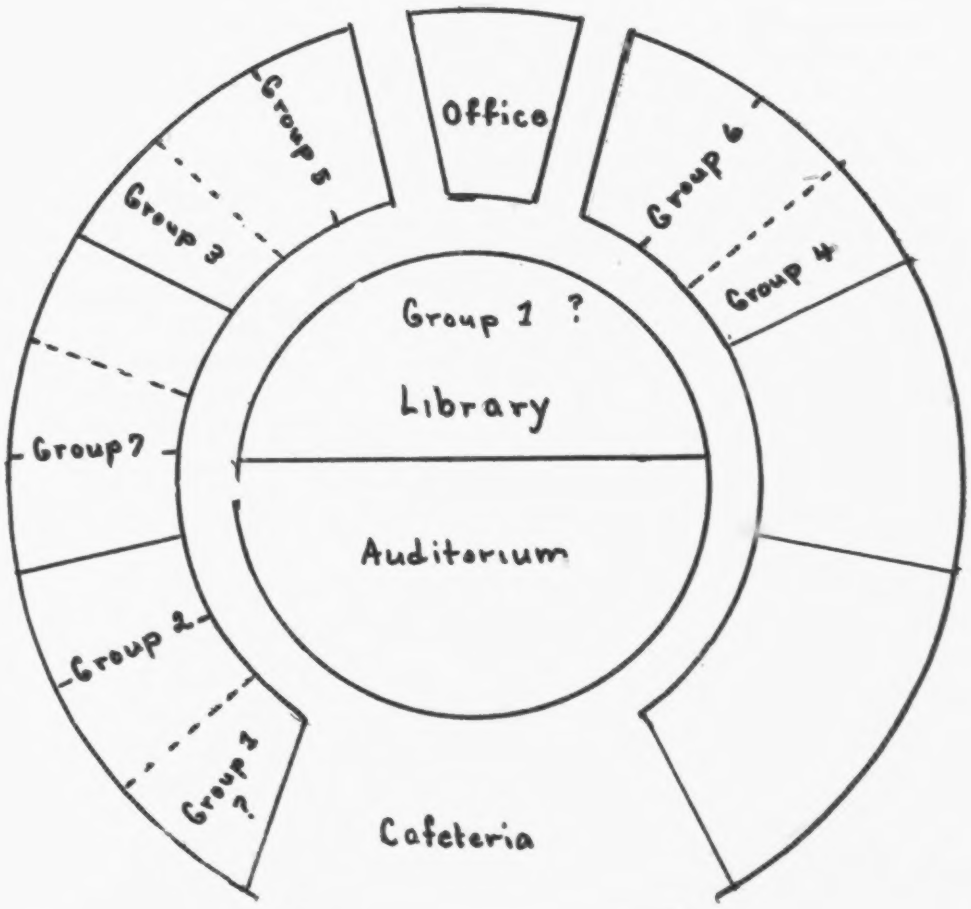
Laura Jean Wright
Doris Nash
Marvinee Reeder
Mary H. Floyd
Ruby Hester
Elizabeth H. Witt
Rosabelle Mars
Blanche Lyle
Ada Comer
Carrie Burton

Bettye K. McGee
Sybil Braly
May Hinton
Mary Seal
Lucille L. Creel
Nancy Tiggs
Ethel Rutherford
Laura King
Annie Bradley

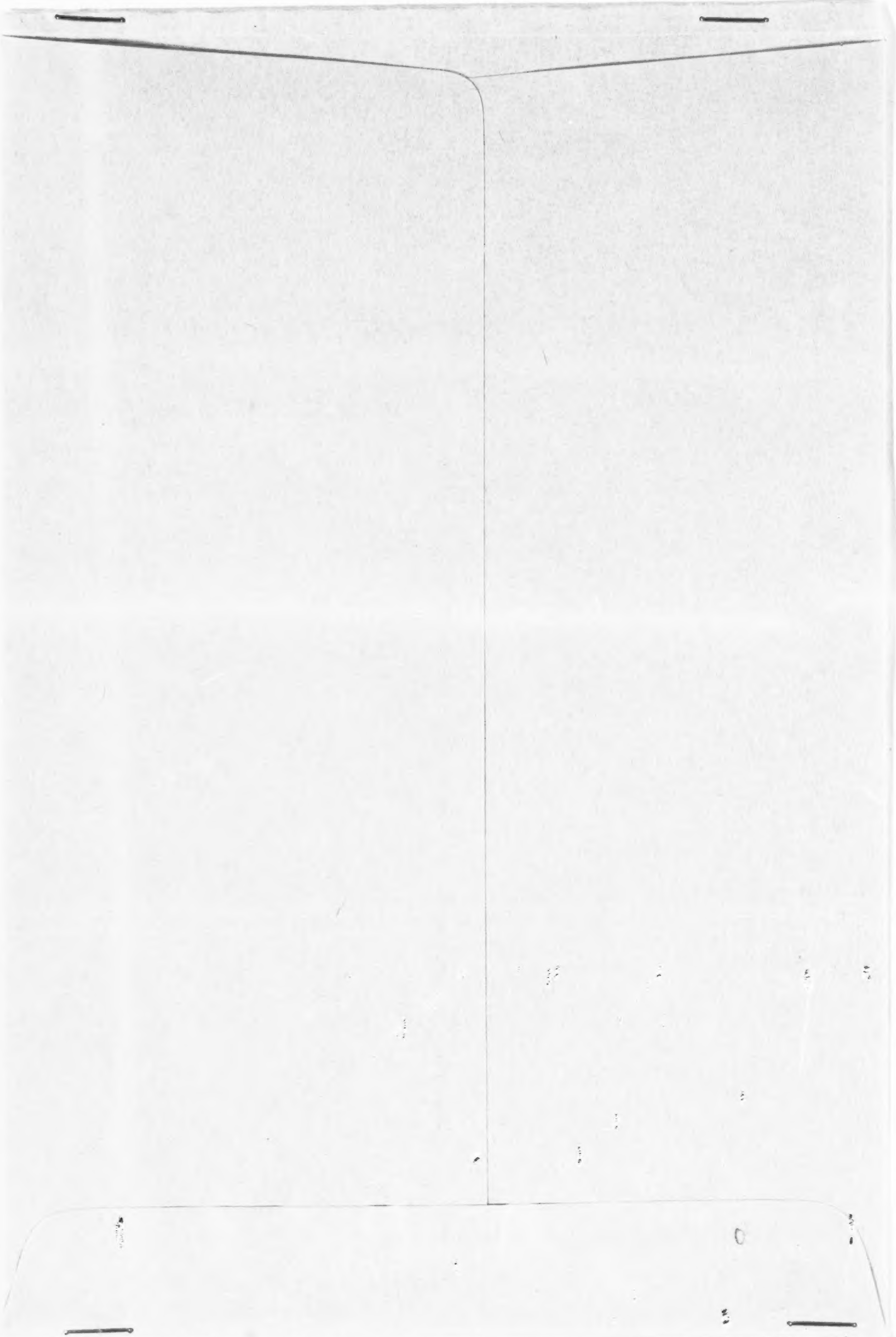
Peggy Lindsey
Rachel Graham
Paulette Clark
Dorothy Bishop
Sue Hester
Johnnie Watkins
Otelia Long
Elizabeth Long
Katie Pruitt

SUBJECT AREA GROUPS

Group I - Mathematics, Dr. Lola May, Consultant
Group II - Secondary Language Arts, Mr. Elroy Venzke, Consultant
Group III - Elementary Science, Dr. Charles Weller, Consultant
Group IV - Elementary Social Studies, Dr. Andrew Weaver, Consultant
Group V - Secondary Science, Dr. William Shell, Consultant
Group VI - Secondary Social Studies, Dr. William Rader, Consultant
Group VII- Elementary Language Arts, Mrs. Charlotte Garth, Consultant


Office
Group 5
Group 3
Group 6
Group 4
Group 1 ?
Library
Group 7
Auditorium
Group 2
Group 1 ?
Cafeteria

ATTACHMENT NO 2



Attachment No. 3

ATTACHMENT NO 3

TITLE IV IN-SERVICE PROJECT
1969
Tuscumbia Public Schools
Tuscumbia, Alabama

OPINION OF DAY'S PROGRAM

Date____________________________

Major Strengths

1. ____
2. ____
3. ____
4. ____
5. ____

Major Weaknesses

1. ____
2. ____
3. ____
4. ____
5. ____

Suggestions

1. ____
2. ____
3. ____
4. ____
5. ____

TITLE IV IN-SERVICE PROJECT
1969
Tuscumbia Public Schools
Tuscumbia, Alabama

EVALUATION OF GENERAL ASSEMBLY SPEAKER

Speaker____ Date_________________________

	Highly Satisfactory	Very Satisfactory	Satisfactory	Somewhat Dissatisfactory	Very Dissatisfactory
1. Coverage and treatment of topic					
2. Introduction of new ideas					
3. Development of new ideas and illustrations					
4. Interest appeal					
5. Overall impressions of speaker					
6. Usefulness of ideas in your school					
7. Usefulness of ideas in your classroom					
8. Clarity of ideas presented					
9. Provided inspiration					

TITLE IV IN-SERVICE PROJECT
1969
Tuscumbia Public Schools
Tuscumbia, Alabama

EVALUATION OF GROUP SESSIONS

Group: 1___ 2___ 3___ 4___ 5___ 6___ 7___ Date______________________________
(Check appropriate group)

	Highly Satisfactory	Very Satisfactory	Satisfactory	Somewhat Dissatisfactory	Very Dissatisfactory
1. Utilization of time in group sessions					
2. Leadership in group					
3. Group member participation					
4. Overall feeling about procedure of group sessions					
5. Allocation of time for group sessions					
6. Discussion of ideas as they relate to your particular needs					

TITLE IV IN-SERVICE PROJECT
1969
Tuscumbia Public Schools
Tuscumbia, Alabama

EVALUATION OF CONSULTANT

Consultant________________________________ Date____________________
(To be completed day after consultant's visit)

	Highly Satis-factory	Very Satis-factory	Satis-factory	Somewhat Dissatis-factory	Very Dissatis-factory
1. Knowledge of field					
2. Introduction of new ideas					
3. Development of new ideas and illustrations					
4. Interest appeal					
5. Overall impressions of consultant					
6. Usefulness of ideas in your school					
7. Usefulness of ideas in your classroom					
8. Clarity of ideas presented					
9. Provided inspiration					

10. Would you recommend this consultant for a similar workshop? Yes_____ No _____

Comments:____

Appendix A

[illegible] I

Personal and Professional Background Information

Name ______________________________ I.D. No. ____________________

1. Marital Status ____________________ 2. Number of children ____________________

3. Age ______________ 4. Sex ______________ 5. Race ______________

6. Place of Birth ____________________

7. High School Attended ____
(School) (City) (State)

8. College Attended ____
(Name) (City) (State)

9. Racial Composition of College Attended

(a) All white
(b) All negro
(c) Integrated, if so estimate to what degree __________%

10. Degree held at present

(a) B.A. or B.S.
(b) M.A.
(c) Ed. S.
(d) Ph. D or Ed. D.
(e) Degree not complete

11. Do you plan further education?

(a) Yes, if so to what degree ____________________
(b) No
(c) Undecided

12. Racial composition of school where you are presently employed.

(a) All white
(b) All negro
(c) Mostly white - to what degree _____%
(d) Mostly negro - to what degree _____%
(e) Equal distribution

13. What is your present position?

(a) Teacher
(b) Counselor
(c) Librarian
(d) Administrator
(e) Other ____________________

14. Number of years teaching experience.

(a) 0-2	(d) 10-20
(b) 3-5	(e) 20 or more
(c) 6-10	

15. Number of years in present position.

(a) 1-2	(d) 7-8
(b) 3-4	(e) 9 or more
(c) 5-6	

16. Do you plan to return to your present position in the next school year?

(a) yes
(b) no
(c) undecided

17. Do you get satisfaction teaching in an integrated school situation?

(a) Yes
(b) No
(c) Comments ______________________________

____

18. Do you attend social functions held by your school?

(a) Always	(c) Sometimes
(b) Frequently	(d) Never

19. At what school level are you teaching?

(a) Elementary
(b) Junior High School
(c) Senior High School
(d) Other ______________________________

20. To what extent do you make personal contact with your students?

(a) Classroom lectures
(b) Personal talks
(c) Extra-curricular activities ______________________________
(d) Physical contact

21. What percentage of your students of your own race have you talked with individually?

(a) 1-10%
(b) 10-20%
(c) 20-30%
(d) 30-50%
(e) Over 50%

22. What percentage of your students not of your own race have you talked with individually?

(a) 1-10%
(b) 10-20%
(c) 20-30%
(d) 30-50%
(e) Over 50%

23. Do children of your own race confide in you?

(a) To a large extent
(b) In few instances
(c) Hardly ever
(d) I feel they may resent me to some extent

24. Do children not of your race confide in you?

(a) To a large extent
(b) In few instances
(c) Hardly ever
(d) I feel they may resent me to some extent.

25. To what extent do you make contact with the families of your students?

(a) PTA meetings
(b) Home visits
(c) School visits
(d) None
(e) Other ______________________________

Appendix B

Form 3

Educative Process Opinion Inventory

For the following items please endorse one of the following five alternatives by blackening the appropriate space on the IBM answer sheet.

A. Strongly Disagree
B. Mildly Disagree
C. Neutral
D. Mildly Agree.
E. Strongly Agree

Section I

1. Teaching of specific skills and factual subject matter is the most important function of the school.

2. The development of social and emotional security for pupils is the most important function of the school.

3. The backbone of the school curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matter.

4. The teacher assures optimum learning conditions by giving top priority to the social-emotional needs of pupils.

5. Learning is essentially a process of increasing one's store of information about various fields of knowledge.

6. The attitudes learned by a student are often the most important result of a lesson or unit.

7. Nothing stimulates a pupil to apply himself more diligently than a warm, personal interest in his progress shown by the teacher.

8. A teacher's effectiveness rests upon his ability to maintain proper "professional distance" between the pupils and himself.

9. Teachers who like pupils will usually encourage pupil initiation and participation in planning lessons.

10. Teachers who do not like pupils will usually decide on and plan lessons alone rather than use pupil participation.

11. Children should be given more freedom in the classroom than they usually get.

12. Children need and should have more supervision and discipline than they usually get.

13. Across-the-school routine imposes a consistency in classroom procedure which tends to restrict important avenues for learning.

14. Pupils do their best work when they know exactly what to expect from day to day.

15. Pupils frequently learn much more under their own initiative than they do under teacher direction.

16. The effective teacher has complete control of the learning situation at all times.

17. Students who misbehave or do not learn are generally children who need more love.

18. In the interest of good discipline pupils who repeatedly disrupt the class must be severly punished.

19. The goals of education should be dictated by children's interests and needs as well as by the larger demands of society.

20. The logical structure of subject matter is the most realistic guide to the organization of the work in the classroom.

21. In teaching it is quite essential to cover the material in the course of study.

22. The teacher must avoid strict adherence to the sequence provided by a textbook series.

Section II

23. The curriculum consists of subject matter to be learned and skills to be acquired.

24. The over-all plan of education suffers when teachers depart substantially from the subject outline.

25. Grading pupils separately on achievement and citizenship assures that teachers will insist on mastery of subject matter as well as good behavior.

26. Before pupils are encouraged to exercise independent thought they should be thoroughly grounded in the facts and knowledge about the subject.

Section III

27. The individuality of pupils is sustained when teachers make allowances in their grade reports for the varying interests pupils have.

28. Pupils gain a sense of belonging when the teacher encourages friendships among pupils in the room.

29. Teachers increase their chances of directing the work into productive channels by having pupils participate in the planning.

30. Group activity teaches children to think and plan together, independent of direct supervision by the teacher.

31. Small group work uses to best advantage the contrasting personalities, skills, and interests pupils have.

32. The effectiveness of the teacher depends entirely on the amount of personal interest he can invest in the progress of each pupil.

33. Pupils master the essentials of a subject only when extensive plans are made for accommodating individual differences in pupils.

34. A teacher can frequently "reach" a rebellious pupil by taking an intense personal interest in his welfare.

Section IV

35. There is too great an emphasis on keeping order in the classroom.

36. Nothing captures students' interest in school work as quickly as allowing them to wrestle with problems of their own choosing.

37. When given a choice of activity, pupils generally select what is best for them.

38. Pupils learn best when permitted to set their own pace in doing the work.

Section V

39. A firm hand by the teacher promotes emotional security for pupils.

40. Pupils must be kept busy or they soon get into trouble.

41. A well established classroom routine enhances the emotional stability of pupils.

42. Pupils must see clearly that it is the teacher, not they, who has charge of classroom learning.

43. The teacher who organizes the material and presents it to pupils in a forceful way gets the best results.

44. Establishing the rules well in advance strengthens the teacher's hand in meeting the various problems that might arise.

Section VI

45. The effectiveness of teaching is enhanced when the teacher has the ability to see the world as each of his pupils sees it.

46. Children learn best in an atmosphere filled with love and emotional support.

47. The teacher's ability to see the world as each of his students sees it is an absolute must if he is to have any success at all in teaching.

48. Good rapport with pupils is maintained by the teacher who always finds time to help individuals with special problems.

49. Learning is enhanced when teachers praise generously the accomplishments of pupils.

50. The pupil's impression of the teacher's personality greatly influences what he learns.

Section VII

51. Pupils learn to stay alert when they are expected to respond immediately to teacher demands.

52. Proper control of a class is amply demonstrated when pupils work quietly while the teacher is out of the room.

53. Optimum learning takes place when the classroom setting is completely free of distractions.

54. Pupils learn efficiently the essentials of a subject when every member of the class moves simultaneously through carefully planned lesson sequences.

Section VIII

55. Pupils respect teachers who expect them to work hard in school.

56. Lessons presented in the form of problems to be solved are the best means of motivating pupils.

57. Pupils learn self direction by having opportunities to set their own goals for learning.

58. Pupils respect teachers who stand firm on their convictions.

59. The completion of any worthwhile task in education requires hard work on the part of pupils.

60. Pupils gain more satisfaction from doing a difficult task well than any other achievement.

Section IX

61. Pupils never really understand a subject until they can relate what they learned to the broader problems of the world.

62. Teachers must always be prepared to explain to pupils interrelationships among various elements of the overall curriculum.

63. Pupils gain better understanding of the subject if assignments are presented to them as a series of interrelated problems.

64. The basic function of education is fulfilled only when pupils are led to understand the general significance of the material they have learned.

65. If curriculum plans are to be developed, they must go into detail on how course content can be integrated across subjects.

66. The most important things a teacher can do to set the stage for learning is to discover the interests of students.

Section X

67. I feel that I am effective in getting across subject matter to my students.

68. I use lesson plans and feel they are necessary for effective teaching.

69. I feel that the teachers "work-day" should be over when the dismissal bell rings.

70. I believe that I am accepted by students of my own race.

71. I believe in withholding confidential information about my students.

72. I try to find out all that I can about my students.

73. I conduct conferences with or concerning my students and feel that this is a necessity.

74. I constantly seek to improve learning facilities and opportunities.

75. I find that I have to do a fair amount of research in connection with my classroom instruction.

76. I feel that I am accepted by students not of my race.

77. I believe in using democratic methods in my classroom.

78. My students seem to be interested in things that I have to say.

79. I believe in strict disciplinary methods.

80. I feel that I am an effective disciplinarian.

81. I believe that students should feel free to talk of racial issues in my class and they do so.

82. I feel that I am accepted by the other members of my school's faculty.

83. I enjoy my work and feel that my students should know this.

84. I feel that classes should be limited to subject matter; other things should be talked of at different times.

85. I believe that students should see things the way that I do in my classroom.

86. My students seem to enjoy our classes.

87. I find that students get "bored" easily when we talk of subject material.

88. I feel that the classroom situation should be formal and try to conduct mine in such a manner.

89. I always follow my class plans and feel that it is harmful to deviate from them.

90. I am prompt in getting to my classes.

91. I am neat and try to dress in good taste.

92. My students confide in me, but I do not get too familiar with them. I require them to address me as Mr. or Mrs./Miss.

93. I know the community in which I am teaching very well.

94. I know the rules and proceedures of my school.

95. I feel that student's statements should be challenged to understand or test their reasoning.

96. I believe that I am a "competent teacher" in my present position.

Appendix C

ID No. ______________________________ Age __________

Position (circle one): Teacher; Supervisor; Principal; Other __________
(specify)

School ____________________

On the answer sheet provided please rate how effective you feel you are for each item presented according to the following scale.
_A_ Very Poorly; _B_ Poorly; _C_ Average; _D_ Well; _E_ Very Well

I I feel that I communicate my ideas, values, and thoughts to:

1. Students of my own race.
2. Students of another race.
3. Teachers of my own race in my school.
4. Teachers of another race in my school.
5. School administrators of my own race.
6. School administrators of another race.
7. Parents of my students of my own race.
8. Parents of my students of another race.
9. Teachers in non-integrated schools of my own race.
10. Teachers in non-integrated schools of another race.
11. Social peers of my own race.
12. Social peers of another race.

II For the statements under item II rate your beliefs according to the following scale:

_A_ Strongly disagree; _B_ Moderately disagree; _C_ Neutral
_D_ Moderately agree; _E_ Strongly agree

13. I believe in immediate and total integration.
14. I believe in rapid integration of students.
15. I believe in rapid integration of teaching faculties.
16. I believe in the rapid transition to middle class values of all public school students.
17. I feel that I have been well prepared to create changes in instructional methods.
18. I believe that a change in curriculum is advisable to better effect the integrated program.
19. I believe that teaching will be made much more difficult due to integration of classes.
20. I believe that the goals and difficulty level of public schools should be changed to meet the demands created by integration.

III For the statements under item III rate your degree of agreement or disagreement according to the following scale:

_A_ Strongly disagree; _B_ Moderately disagree; _C_ Neutral;
_D_ Moderately agree; _E_ Strongly agree

21. I feel that I am very effective in my association with others.

22. I feel that I am very effective as a teacher of students of my own race.

23. I feel that I am very effective as a teacher of students of another race.

24. I feel that my relations to parents of students of my own race are very good.

25. I feel that my relations to parents of students of another race are very good.

26. I believe I am accepted as a person of worth by students of my own race.

27. I believe I am accepted as a person of worth by students of another race.

28. I believe I am well liked and accepted by fellow teachers of my own race.

29. I believe I am well liked and accepted by fellow teachers of another race.

30. I believe I am well liked and accepted by teachers of my own race in non-integrated schools.

31. I believe I am well liked and accepted by teachers of another race in non-integrated schools.

32. I believe that I am liked and treated fairly by administrators of my own race.

33. I believe that I am liked and treated fairly by administrators of another race.

34. I believe that I function very well as a group member in the classroom.

35. I believe that I function very well as a group leader in the classroom.

36. I believe that I am accepted and function well as a leader outside of the school setting.

37. I believe that I am accepted and function well as a group member outside of the school setting.

38. Considering all the above I believe that I rate above average as an effective individual.

IV In no more than one sentence each, list the 5 most important problems likely to be encountered by cross-over teachers. Rank these from most to least important.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Appendix D

CROSS-OVER TEACHER PROJECT
1968-69

FORM 2A TUSCUMBIA (WHITE)

ITEM		PERCENTAGES							
I	I feel that I communicate my ideas, values and thoughts to:	A	B	C	D	E	F	Avg.	S.D.
	1. Students of my own race.	2.1	0.0	16.8	50.5	29.5	1.1	4.06	0.81
	2. Students of another race.	2.1	2.1	29.5	45.3	17.9	3.2	3.77	0.85
	3. Teachers of my own race in my school.	3.2	1.1	23.2	46.3	24.2	2.1	3.89	0.90
	4. Teachers of another race in my school.	1.1	4.2	31.6	40.0	20.0	3.2	3.76	0.86
	5. School administrators of my own race.	3.2	4.2	20.0	47.4	24.2	1.1	3.86	0.94
	6. School administrators of another race.	3.2	2.1	28.4	38.9	16.8	10.5	3.72	0.92
	7. Parents of my students of my own race.	2.1	3.2	15.8	51.6	24.2	3.2	3.96	0.86
	8. Parents of my students of another race.	3.2	3.2	26.3	48.4	15.8	3.2	3.73	0.89
	9. Teachers in non-integrated schools of my own race.	2.1	1.1	25.3	44.2	20.0	7.4	3.85	0.85
	10. Teachers in non-integrated schools of another race.	2.1	3.2	30.5	33.9	15.8	9.5	3.70	0.88
	11. Social peers of my own race.	3.2	2.1	17.9	47.4	25.3	4.2	3.93	0.91
	12. Social peers of another race.	2.1	3.2	30.5	38.9	15.8	3.2	3.68	0.82
		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	4.2		

Scale identification code: A Very poorly; B Poorly; C Average; D Well; E Very well; F Omitted

ITEM
II For the statements under Item II rate your beliefs according to the following scale: A Strongly disagree; B Moderately disagree; C Neutral; D Moderately agree; E Strongly agree. (F signifies omitted)

	A	B	C	D	E	F	Avg.	S.D.
13. I believe in immediate and total integration.	26.3	25.3	15.8	24.2	4.2	4.2	2.53	1.25
14. I believe in rapid integration of students.	25.3	33.7	15.8	18.9	4.2	2.1	2.42	1.19
15. I believe in rapid integration of teaching faculties.	17.9	31.6	16.8	24.2	5.3	4.2	2.66	1.20
16. I believe in the rapid transition to middle class values of all public school students.	28.4	27.4	16.8	15.8	5.3	6.3	2.38	1.23
17. I feel that I have been well prepared to create changes in instructional methods.	0.0	12.6	20.0	45.3	18.9	3.2	3.73	0.92
18. I believe that a change in curriculum is advisable to better effect the integrated program.	7.4	8.4	28.4	36.8	15.8	3.2	3.47	1.10
19. I believe that teaching will be made much more difficult due to integration of classes.	6.3	21.1	18.9	25.3	23.2	5.3	3.40	1.25
20. I believe that the goals and difficulty level of public schools should be changed to meet the demands created by integration.	28.4	24.2	12.6	21.1	11.6	2.1	2.62	1.40

ITEM

III For the statements under Item III rate your degree of agreement of disagreement according to the following scale: **A** Strongly disagree; **B** Moderately disagree; **C** Neutral; **D** Moderately agree; **E** Strongly agree.

	ITEM	PERCENTAGES							
		A	B	C	D	E	F	Avg.	S.D.
21.	I feel that I am very effective in my association with others.	2.1	3.2	16.8	54.7	22.1	1.1	3.93	0.84
22.	I feel that I am very effective as a teacher of students of my own race.	0.0	4.2	9.5	49.5	35.8	1.1	4.18	0.77
23.	I feel that I am very effective as a teacher of students of another race.	0.0	1.1	30.5	45.3	18.9	4.2	3.86	0.73
24.	I feel that my relations to parents of students of my own race are very good.	1.1	5.3	5.3	44.2	43.2	1.1	4.24	0.86
25.	I feel that my relations to parents of students of another race are very good.	1.1	1.1	18.3	48.4	29.5	1.1	4.05	0.79
26.	I believe I am accepted as a person of worth by students of my own race.	1.1	2.1	6.3	41.1	48.4	1.1	4.35	0.78
27.	I believe I am accepted as a person of worth by students of another race.	0.0	3.2	14.7	40.0	36.8	5.3	4.17	0.31
28.	I believe I am well liked and accepted by fellow teachers of my own race.	0.0	4.2	9.5	46.3	38.9	1.1	4.21	0.78
29.	I believe I am well liked and accepted by fellow teachers of another race.	2.1	3.2	16.8	41.1	36.8	0.0	4.07	0.92
30.	I believe I am well liked and accepted by teachers of my own race in non-integrated schools.	2.1	2.1	10.5	46.3	32.6	6.3	4.12	0.86
31.	I believe I am well liked and accepted by teachers of another race in non-integrated schools.	1.1	3.2	24.2	38.9	25.3	7.4	3.91	0.87
32.	I believe that I am well liked and treated fairly by administrators of my won race.	1.1	4.2	5.3	34.7	53.7	1.1	4.37	0.85
33.	I believe that I am well liked and treated fairly by administrators of another race.	4.2	2.1	23.2	30.5	30.5	9.5	3.90	1.05
34.	I believe that I function very well as a group member in the classroom.	1.1	2.1	12.6	42.1	40.0	2.1	4.20	0.82
35.	I believe that I function very well as a group leader in the classroom.	0.0	2.1	14.7	46.3	33.7	3.2	4.15	0.75

ITEM	PERCENTAGES A	B	C	D	E	F	Avg.	S.D.
36. I believe that I am accepted and function well as a leader outside of the school setting.	0.0	5.3	17.9	48.4	25.3	3.2	3.97	0.81
37. I believe that I am accepted and function well as a group member outside of the school setting.	1.1	4.2	11.6	54.7	27.4	1.1	4.04	0.81
38. Considering all the above, I believe that I rate above average as an effective individual.	0.0	6.3	22.1	43.2	26.3	2.1	3.91	0.86

CROSS-OVER TEACHER PROGRAM
1968-69

Form 2A Tuscumbia (Black)

ITEM I I feel that I communicate my ideas, values, and thoughts to:	PERCENTAGES A.	 B	 C	 D	 E	 F	Avg.	S.D.
1. Students of my own race.	7.7	2.6	5.1	30.8	48.7	5.1	4.16	1.17
2. Students of another race.	5.1	2.6	7.7	33.3	28.2	23.1	4.00	1.10
3. Teachers of my own race in my school.	7.7	5.1	5.1	30.8	43.6	7.7	4.06	1.22
4. Teachers of another race in my school.	7.7	2.6	12.8	25.6	41.0	10.3	4.00	1.22
5. School administrators of my own race.	10.3	2.6	7.7	41.0	30.8	7.7	3.86	1.23
6. School administrators of another race.	12.8	0.0	12.8	43.6	17.9	12.8	3.62	1.24
7. Parents of my students of my own race.	10.3	2.6	2.6	43.6	28.2	12.8	3.83	1.23
8. Parents of my students of another race.	5.1	2.6	20.5	25.6	20.5	25.6	3.72	1.11
9. Teachers in non-integrated schools of my own race.	10.3	5.1	2.6	33.3	30.8	17.9	3.84	1.33
10. Teachers in non-integrated schools of another race.	5.1	2.6	12.8	28.2	17.9	33.3	3.77	1.12
11. Social peers of my own race.	7.7	2.6	15.4	38.5	28.2	7.7	3.83	1.14
12. Social peers of another race.	2.6	7.7	20.5	35.9	23.1	10.3	3.71	1.14

Scale identification code: A Very poorly; B Poorly; C Average; D Well; E Very well; F Omitted

ITEM
II For the statements under ITEM II rate your beliefs according to the following scale: A Strongly disagree; B Moderately disagree; C Neutral; D Moderately agree; E Strongly agree. (F signifies omitted)

13. I believe in immediate and total integration.	2.6	7.7	28.2	38.5	20.5	2.6	3.68	0.98
14. I believe in rapid integration of students.	2.6	20.5	12.8	48.7	12.8	2.6	3.50	1.05
15. I believe in rapid integration of teaching faculties.	2.6	17.9	7.7	38.5	30.8	2.6	3.79	1.15
16. I believe in the rapid transition to middle class values of all public school students.	23.1	17.9	28.2	20.5	5.1	5.1	2.65	1.21
17. I feel that I have been well prepared to create changes in instructional methods.	2.6	2.6	5.1	56.4	30.8	2.6	4.13	0.83
18. I believe that a change in curriculum is advisable to better effect the integrated program.	7.7	12.8	17.9	23.1	35.9	2.6	3.68	1.30
19. I believe that teaching will be made much more difficult due to integration of classes.	38.5	23.1	7.7	15.4	12.8	2.6	2.39	1.46
20. I believe that the goals and difficulty level of public schools should be changed to meet the demands created by integration.	15.4	17.9	15.4	33.3	15.4	2.6	3.1[illegible]	1.33

ITEM		PERCENTAGES							
		A	B	C	D	E	F	Avg.	S.D.
III	For the statements under ITEM III rate your degree of agreement of disagreement according to the following scale: A Strongly disagree; B Moderately disagree; C Neutral; D Moderately agree; E Strongly agree.								
21.	I feel that I am very effective in my association with others.	0.0	0.0	12.8	43.6	43.6	0.0	4.31	0.69
22.	I feel that I am very effective as a teacher of students of my own race.	0.0	0.0	2.6	28.2	69.2	0.0	4.67	0.52
23.	I feel that I am very effective as a teacher of students of another race.	0.0	0.0	25.6	25.6	33.3	15.4	4.09	0.83
24.	I feel that my relations to parents of students of my own race are very good.	0.0	0.0	0.0	43.6	53.8	2.6	4.55	0.50
25.	I feel that my relations to parents of students of another race are very good.	0.0	0.0	28.2	33.3	25.6	12.8	3.97	0.79
26.	I believe I am accepted as a person of worth by students of my own race.	0.0	0.0	5.1	17.9	76.9	0.0	4.72	0.55
27.	I believe I am accepted as a person of worth by students of another race.	2.6	0.0	30.8	28.2	25.6	12.8	3.85	0.94
28.	I believe I am well liked and accepted by fellow teachers of my own race.	0.0	0.0	2.6	43.6	53.3	0.0	4.51	0.55
29.	I believe I am well liked and accepted by fellow teachers of another race.	2.6	2.6	25.6	35.9	30.8	2.6	3.92	0.96
30.	I believe I am well liked and accepted by teachers of my own race in non-integrated schools.	0.0	0.0	7.7	38.5	51.3	2.6	4.45	0.64
31.	I believe I am well liked and accepted by teachers of another race in non-integrated schools.	0.0	0.0	28.2	38.5	23.1	10.3	3.94	0.75
32.	I believe that I am well liked and treated fairly by administrators of my own race.	5.1	7.7	5.1	35.9	46.2	0.0	4.10	1.13
33.	I believe that I am well liked and treated fairly by administrators of another race.	0.0	0.0	10.3	53.8	35.9	0.0	4.26	0.63
34.	I believe that I function very well as a group member in the classroom.	2.6	0.0	2.6	41.0	53.8	0.0	4.44	0.78

ITEM	A	B	C	D	E	F	Avg.	S.D.
				PERCENTAGES				
35. I believe that I function very well as a group leader in the classroom.	2.6	0.0	2.5	41.0	53.8	0.0	4.44	0.78
36. I believe that I am accepted and function well as a leader outside of the school setting.	2.6	0.0	5.1	43.6	43.7	0.0	4.36	0.80
37. I believe that I am accepted and function well as a group member outside of the school setting.	0.0	0.0	5.1	43.6	51.3	0.0	4.46	0.59
33. Considering all the above, I believe that I rate above average as an effective individual.	0.0	5.1	12.8	43.6	35.9	2.6	4.13	0.83

Appendix E

Percentage Breakdown of Educative Process Opinion Inventory

Alternatives:

A. Strongly Disagree
B. Mildly Disagree
C. Neutral
D. Mildly Agree
E. Strongly Agree
F. No Response

1. Teaching of specific skills and factual subject matter is the most important function of the school.

	A	B	C	D	E	F
Control	20.6	32.1	3.8	35.8	7.5	0.0
Tuscaloosa	19.6	27.2	5.4	34.2	13.0	0.5
Tuscumbia	39.1	32.3	3.8	18.0	6.8	0.0
Control	41.0	15.4	2.6	23.1	17.9	0.0

2. The development of social and emotional security for pupils is the most important function of the school.

	A	B	C	D	E	F
Control	5.7	24.5	11.3	37.7	18.9	1.9
Tuscaloosa	7.6	19.0	8.2	46.2	18.5	0.5
Tuscumbia	7.5	12.8	4.5	39.8	33.8	1.5
Control	7.7	12.8	2.6	41.0	35.9	0.0

3. The backbone of the school curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matter.

	A	B	C	D	E	F
Control	9.4	11.3	15.1	30.2	20.8	13.2
Tuscaloosa	9.2	16.3	10.9	40.8	22.8	0.0
Tuscumbia	15.8	21.1	7.5	34.6	20.3	0.6
Control	28.2	17.9	5.1	25.6	23.1	0.0

4. The teacher assures optimum learning conditions by giving top priority to the social-emotional needs of pupils.

	A	B	C	D	E	F
Control	3.8	15.1	17.0	18.9	34.0	11.3
Tuscaloosa	3.8	17.4	14.7	36.4	26.6	1.1
Tuscumbia	7.5	12.0	5.3	34.6	36.8 ✓	3.8
Control	5.1	12.8	2.6	23.1	56.4 ✓	0.0

5. Learning is essentially a process of increasing one's store of information about various fields of knowledge.

	A	B	C	D	E	F
Control	13.2	17.0	11.3	24.5	34.0	0.0
Tuscaloosa	16.8	14.1	6.0	29.9	32.6	0.5
Tuscumbia	33.1	15.6	1.5	23.3	25.6	0.6
Control	28.2	23.1	0.0	23.1	25.6	0.0

6. The attitudes learned by a student are often the most important result of a lesson or unit.

	A	B	C	D	E	F
Control	1.9	11.3	11.3	30.2	43.4	1.9
Tuscaloosa	7.1	6.5	8.2	29.9	47.3	1.1
Tuscumbia	7.5	7.5	6.0	24.1	54.9	0.0
Control	20.5	2.6	0.0	12.8	64.1	0.0

7. Nothing stimulates a pupil to apply himself more diligently than a warm, personal interest in his progress shown by the teacher.

	A	B	C	D	E	F
Control	3.6	1.9	3.8	20.8	60.4	9.4
Tuscaloosa	2.7	1.1	2.7	27.7	65.2	0.5
Tuscumbia	4.5	1.5	2.3	15.8	75.9	0.0
Control	10.3	0.0	0.0	17.9	71.8	0.0

8. A teacher's effectiveness rests upon his ability to maintain proper "professional distance" between the pupils and himself.

	A	B	C	D	E	F
Control	22.6	20.6	18.9	28.3	7.5	1.9
Tuscaloosa	19.6	20.1	14.1	26.6	18.5	1.1
Tuscumbia	48.9	21.8	9.0	10.5	9.0	0.8
Control	43.6	7.7	5.1	20.5	20.5	2.6

9. Teachers who like pupils will usually encourage pupil initiation and participation in planning lessons.

	A	B	C	D	E	F
Control	7.5	7.5	9.4	32.1	43.4	0.0
Tuscaloosa	6.0	8.2	9.2	33.2	42.4	1.1
Tuscumbia	7.5	6.8	8.3	24.1	53.4	0.0
Control	5.1	2.6	5.1	20.5	66.7	0.0

10. Teachers who do not like pupils will usually decide on and plan lessons alone rather than use pupil participation.

	A	B	C	D	E	F
Control	30.2	17.0	24.5	13.2	13.2	1.9
Tuscaloosa	20.1	19.6	25.0	20.7	14.1	0.5
Tuscumbia	9.8	15.8	21.1	23.3	27.8	2.3
Control	20.5	20.5	15.4	20.5	23.1	0.0

11. Children should be given more freedom in the classroom than they usually get.

	A	B	C	D	E	F
Control	17.0	18.9	30.2	22.6	7.5	3.8
Tuscaloosa	17.9	22.3	17.9	31.5	10.3	0.0
Tuscumbia	7.5	12.8	12.8	30.1	36.8	0.0
Control	10.3	20.5	20.5	35.9	12.8	0.0

12. Children need and should have more supervision and discipline than they usually get.

	A	B	C	D	E	F
Control	5.7	22.6	26.4	30.2	13.2	1.9
Tuscaloosa	10.3	20.7	26.6	25.5	16.8	0.0
Tuscumbia	12.0	30.8	12.8	31.6	10.5	2.3
Control	7.7	17.9	20.5	38.5	15.4	0.0

13. Across-the-school routine imposes a consistency in classroom procedure which tends to restrict important avenues for learning.

	A	B	C	D	E	F
Control	1.9	17.0	37.7	24.5	17.0	1.9
Tuscaloosa	6.5	17.4	29.9	31.0	13.0	2.2
Tuscumbia	3.0	14.3	20.3	26.3	33.8	2.3
Control	5.1	12.8	10.3	30.8	41.0	0.0

14. Pupils do their best work when they know exactly what to expect from day to day.

	A	B	C	D	E	F
Control	7.5	22.6	11.3	28.3	28.3	1.9
Tuscaloosa	6.0	17.9	7.1	29.9	39.1	0.0
Tuscumbia	9.0	25.6	9.0	26.3	30.1	0.0
Control	12.8	23.1	5.1	25.6	33.3	0.0

15. Pupils frequently learn much more under their own initiative than they do under teacher direction.

	A	B	C	D	E	F
Control	24.5	24.5	11.3	18.9	17.0	3.8
Tuscaloosa	13.0	23.9	8.2	34.2	20.7	0.0
Tuscumbia	8.3	15.8	6.8	39.8	29.3	0.0
Control	5.1	25.6	2.6	35.9	30.8	0.0

16. The effective teacher has complete control of the learning situation at all times.

	A	B	C	D	E	F
Control	18.9	15.1	15.1	18.9	26.4	5.7
Tuscaloosa	13.0	19.0	12.5	24.5	31.0	0.0
Tuscumbia	15.0	31.6	3.0	29.3	20.3	0.8
Control	12.8	23.1	2.6	28.2	33.3	0.0

17. Students who misbehave or do not learn are generally children who need more love.

	A	B	C	D	E	F
Control	3.8	24.5	18.9	34.0	18.9	0.0
Tuscaloosa	5.4	19.0	15.2	47.3	13.0	0.0
Tuscumbia	6.8	12.8	12.0	36.1	31.6	0.8
Control	15.4	5.1	7.7	43.6	28.2	0.0

18. In the interest of good discipline pupils who repeatedly disrupt the class must be severely punished.

	A	B	C	D	E	F
Control	35.8	18.9	15.1	26.4	1.9	1.9
Tuscaloosa	30.4	28.8	10.3	23.4	7.1	0.0
Tuscumbia	48.1	29.3	8.3	9.8	4.5	0.0
Control	33.3	33.3	2.6	17.9	12.8	0.0

19. The goals of education should be dictated by children's interests and needs as well as by the larger demands of society.

	A	B	C	D	E	F
Control	1.9	1.9	3.8	18.9	64.2	9.4
Tuscaloosa	6.5	2.7	4.9	20.1	65.8	0.0
Tuscumbia	5.3	3.8	4.5	18.0	66.9	1.5
Control	5.1	0.0	5.1	15.4	74.4	0.0

20. The logical structure of subject matter is the most realistic guide to the organization of the work in the classroom.

	A	B	C	D	E	F
Control	1.9	18.9	15.1	34.0	28.3	1.9
Tuscaloosa	8.2	20.7	16.3	30.4	24.5	0.0
Tuscumbia	21.1	21.8	12.8	24.8	15.8	3.8
Control	25.6	15.4	15.4	10.3	33.3	0.0

21. In teaching it is quite essential to cover the material in the course of study.

	A	B	C	D	E	F
Control	26.4	24.5	11.3	28.3	9.4	0.0
Tuscaloosa	28.8	32.1	10.3	23.9	4.9	0.0
Tuscumbia	51.1	25.6	4.5	12.8	5.3	0.6
Control	30.8	35.9	0.0	17.9	15.4	0.0

22. The teacher must avoid strict adherence to the sequence provided by a textbook series.

	A	B	C	D	E	F
Control	7.5	34.0	20.8	18.9	15.1	3.8
Tuscaloosa	10.3	24.5	15.2	24.5	23.4	2.2
Tuscumbia	9.8	24.8	9.0	23.3	31.6	1.5
Control	23.1	28.2	10.3	12.8	25.6	0.0

23. The curriculum consists of subject matter to be learned and skills to be acquired.

	A	B	C	D	E	F
Control	3.8	9.4	11.3	28.3	37.7	9.4
Tuscaloosa	9.8	12.0	7.6	40.8	29.3	0.5
Tuscumbia	13.5	21.1	6.8	32.3	24.1	2.3
Control	15.4	12.8	2.6	28.2	41.0	0.0

24. The over-all plan of education suffers when teachers depart substantially from the subject outline.

	A	B	C	D	E	F
Control	24.5	28.3	9.4	18.9	17.0	1.9
Tuscaloosa	29.9	34.8	6.5	20.1	8.2	0.5
Tuscumbia	44.4	30.1	6.8	9.0	7.5	2.3
Control	43.6	25.6	2.6	15.4	12.8	0.0

25. Grading pupils separately on achievement and citizenship assures that teachers will insist on mastery of subject matter as well as good behavior.

	A	B	C	D	E	F
Control	13.2	9.4	22.6	32.1	22.6	0.0
Tuscaloosa	17.9	17.4	15.2	29.9	19.0	0.5
Tuscumbia	27.1	21.8	17.3	21.8	11.3	0.8
Control	30.8	17.9	0.0	30.8	20.5	0.0

26. Before pupils are encouraged to exercise independent thought they should be thoroughly grounded in the facts and knowledge about the subject.

	A	B	C	D	E	F
Control	30.2	28.3	9.4	20.8	9.4	1.9
Tuscaloosa	24.5	24.5	8.2	22.8	20.1	0.0
Tuscumbia	33.1	31.6	3.0	14.3	17.3	0.8
Control	28.2	20.5	7.7	20.5	23.1	0.0

27. The individuality of pupils is sustained when teachers make allowances in their grade reports for the varying interests pupils have.

	A	B	C	D	E	F
Control	0.0	18.9	13.2	15.1	39.6	13.2
Tuscaloosa	8.2	13.0	12.5	39.1	25.5	1.6
Tuscumbia	7.5	11.3	15.0	32.3	30.1	3.8
Control	17.9	2.6	5.1	41.0	33.3	0.0

28. Pupils gain a sense of belonging when the teacher encourages friendships among pupils in the room.

	A	B	C	D	E	F
Control	1.9	0.0	9.4	20.8	66.0	1.9
Tuscaloosa	2.2	4.3	4.9	31.5	57.1	0.0
Tuscumbia	3.8	0.8	1.5	24.1	68.4	1.5
Control	7.7	0.0	0.0	20.5	71.8	0.0

29. Teachers increase their chances of directing the work into productive channels by having pupils participate in the planning.

	A	B	C	D	E	F
Control	0.0	1.9	9.4	18.9	69.8	0.0
Tuscaloosa	5.4	3.3	5.4	23.4	62.5	0.0
Tuscumbia	3.8	1.5	2.3	18.0	73.7	0.8
Control	10.3	0.0	2.6	10.3	76.9	0.0

30. Group activity teaches children to think and plan together, independent of direct supervision by the teacher.

	A	B	C	D	E	F
Control	1.9	1.9	3.8	24.5	64.2	3.8
Tuscaloosa	2.7	5.4	1.6	32.6	57.1	0.5
Tuscumbia	4.5	4.5	1.5	29.3	59.4	0.8
Control	5.1	5.1	5.1	7.7	76.9	0.0

31. Small group work uses to best advantage the contrasting personalities, skills, and interests pupils have.

	A	B	C	D	E	F
Control	3.8	1.9	5.7	22.6	50.9	15.1
Tuscaloosa	4.9	4.9	6.0	37.5	45.7	1.1
Tuscumbia	5.3	0.0	5.3	29.3	58.6	1.5
Control	5.1	2.6	0.0	23.1	69.2	0.0

32. The effectiveness of the teacher depends entirely on the amount of personal interest he can invest in the progress of each pupil.

	A	B	C	D	E	F
Control	7.5	22.6	9.4	26.4	26.4	7.5
Tuscaloosa	9.2	19.6	10.9	35.3	24.5	0.5
Tuscumbia	9.0	14.3	6.8	39.8	27.8	2.3
Control	12.8	12.8	0.0	28.[illegible]	0.0	0.0

33. Pupils master the essentials of a subject only when extensive plans are made for accommodating individual differences in pupils.

	A	B	C	D	E	F
Control	5.7	17.0	17.0	26.4	34.0	0.0
Tuscaloosa	8.7	14.7	12.5	38.0	25.5	0.5
Tuscumbia	7.5	18.0	6.0	30.1	36.8	1.5
Control	5.1	17.9	0.0	41.0	35.9	0.0

34. A teacher can frequently "reach" a rebellious pupil by taking an intense personal interest in his welfare.

	A	B	C	D	E	F
Control	1.9	1.9	5.7	30.2	56.5	1.9
Tuscaloosa	2.7	3.8	6.0	38.6	48.9	0.0
Tuscumbia	4.5	0.8	0.8	22.6	70.7	0.8
Control	2.6	2.6	2.6	10.3	79.5	2.6

35. There is too great an emphasis on keeping order in the classroom.

	A	B	C	D	E	F
Control	34.0	11.3	24.5	13.2	9.4	7.5
Tuscaloosa	26.6	24.5	13.6	22.8	12.5	0.0
Tuscumbia	12.8	25.6	11.3	27.1	21.1	2.3
Control	25.6	35.9	7.7	23.1	7.7	0.0

36. Nothing captures students' interest in school work as quickly as allowing them to wrestle with problems of their own choosing.

	A	B	C	D	E	F
Control	9.4	5.7	26.4	35.8	18.9	3.8
Tuscaloosa	8.2	7.6	11.4	41.8	31.0	0.0
Tuscumbia	1.5	7.5	3.8	33.8	50.4	3.0
Control	2.6	10.3	7.7	41.0	38.5	0.0

37. When given a choice of activity, pupils generally select what is best for them.

	A	B	C	D	E	F
Control	30.2	39.6	3.8	15.1	11.3	0.0
Tuscaloosa	24.5	32.1	13.0	22.8	7.6	0.0
Tuscumbia	13.5	35.3	12.8	23.3	12.8	2.3
Control	10.3	35.9	7.7	35.9	10.3	0.0

38. Pupils learn best when permitted to set their own pace in doing the work.

	A	B	C	D	E	F
Control	15.1	30.2	18.9	22.6	11.3	1.9
Tuscaloosa	8.7	29.9	14.1	33.2	14.1	0.0
Tuscumbia	6.8	26.3	6.0	42.1	18.0	0.8
Control	5.1	30.8	12.8	28.2	23.1	0.0

39. A firm hand by the teacher promotes emotional security for pupils.

	A	B	C	D	E	F
Control	5.7	30.2	15.1	18.9	24.5	5.7
Tuscaloosa	9.2	18.5	17.4	33.2	20.7	1.1
Tuscumbia	14.3	27.8	12.8	28.6	14.3	2.3
Control	17.9	5.1	7.7	46.2	23.1	0.0

40. Pupils must be kept busy or they soon get into trouble.

	A	B	C	D	E	F
Control	13.2	9.4	15.1	30.2	24.5	7.5
Tuscaloosa	7.6	15.2	9.8	35.3	31.5	0.5
Tuscumbia	3.8	12.8	7.5	36.1	37.6	2.3
Control	10.3	7.7	5.1	23.1	53.8	0.0

41. A well established classroom routine enhances the emotional stability of pupils.

	A	B	C	D	E	F
Control	0.0	7.5	9.4	35.8	45.3	1.9
Tuscaloosa	2.2	9.8	7.1	34.2	46.2	0.5
Tuscumbia	5.3	9.8	9.0	42.1	32.3	1.5
Control	10.3	7.7	5.1	33.3	41.0	2.6

42. Pupils must see clearly that it is the teacher, not they, who has charge of classroom learning.

	A	B	C	D	E	F
Control	15.1	15.1	17.0	32.1	18.9	1.9
Tuscaloosa	14.1	19.6	13.0	30.4	22.8	0.0
Tuscumbia	18.8	35.3	9.8	19.5	14.3	2.3
Control	30.8	17.9	7.7	28.2	15.4	0.0

43. The teacher who organizes the material and presents it to pupils in a forceful way gets the best results.

	A	B	C	D	E	F
Control	34.0	22.6	7.5	9.4	17.0	9.4
Tuscaloosa	27.7	22.8	12.5	20.7	16.3	0.0
Tuscumbia	29.3	29.3	6.8	21.1	11.3	2.3
Control	17.9	23.1	17.9	28.2	12.8	0.0

44. Establishing the rules well in advance strengthens the teacher's hand in meeting the various problems that might arise.

	A	B	C	D	E	F
Control	1.9	9.4	5.7	22.6	56.6	3.8
Tuscaloosa	3.8	8.2	4.3	27.7	56.0	0.0
Tuscumbia	12.8	13.5	7.5	24.8	38.3	3.0
Control	12.8	15.4	2.6	20.5	48.7	0.0

45. The effectiveness of teaching in enhanced when the teacher has the ability to see the world as each of his pupils sees it.

	A	B	C	D	E	F
Control	1.9	5.7	9.4	22.6	60.4	0.0
Tuscaloosa	3.3	5.4	6.0	28.3	57.1	0.0
Tuscumbia	5.3	6.8	5.3	18.8	61.7	2.3
Control	5.1	5.1	10.3	10.3	69.2	0.0

46. Children learn best in an atmosphere filled with love and emotional support.

	A	B	C	D	E	F
Control	0.0	1.9	7.5	11.3	77.4	1.9
Tuscaloosa	3.3	1.1	3.3	23.4	68.5	0.5
Tuscumbia	4.5	2.3	2.3	10.5	80.5	0.0
Control	5.1	0.0	2.6	10.3	82.1	0.0

47. The teacher's ability to see the world as each of his students sees it is an absolute must if he is to have any success at all in teaching.

	A	B	C	D	E	F
Control	13.2	22.6	17.0	22.6	17.0	7.5
Tuscaloosa	13.6	26.1	14.7	32.6	13.0	0.0
Tuscumbia	12.0	22.6	11.3	40.6	10.5	3.0
Control	10.3	33.3	2.6	35.9	17.9	0.0

48. Good rapport with pupils is maintained by the teacher who always finds time to help individuals with special problems.

	A	B	C	D	E	F
Control	0.0	3.8	1.9	28.3	56.6	9.4
Tuscaloosa	2.2	3.3	3.8	29.3	60.9	0.5
Tuscumbia	3.8	0.8	0.8	15.0	78.9	0.8
Control	5.1	0.0	2.6	15.4	76.9	0.0

49. Learning is enhanced when teachers praise generously the accomplishments of pupils.

	A	B	C	D	E	F
Control	0.0	5.7	3.8	28.3	60.4	1.9
Tuscaloosa	2.7	2.7	3.8	34.8	55.4	0.5
Tuscumbia	4.5	1.5	3.0	15.8	74.4	0.8
Control	5.1	5.1	0.0	12.8	76.9	0.0

50. The pupil's impression of the teacher's personality greatly influences what he learns.

	A	B	C	D	E	F
Control	3.8	5.7	9.4	26.4	50.9	3.8
Tuscaloosa	2.2	5.4	8.2	40.8	42.4	1.1
Tuscumbia	4.5	1.5	1.5	29.3	63.2	0.0
Control	7.7	2.6	5.1	28.2	53.8	2.6

51. Pupils learn to stay alert when they are expected to respond immediately to teacher demands.

	A	B	C	D	E	F
Control	9.4	17.0	24.5	24.5	18.9	5.7
Tuscaloosa	10.3	18.5	17.9	33.7	19.0	0.5
Tuscumbia	12.0	29.3	13.5	28.6	15.8	0.8
Control	17.9	25.6	2.6	35.9	17.9	0.0

52. Proper control of a class is amply demonstrated when pupils work quietly while the teacher is out of the room.

	A	B	C	D	E	F
Control	5.7	13.2	18.9	24.5	32.1	5.7
Tuscaloosa	6.0	17.4	13.6	32.1	30.4	0.5
Tuscumbia	9.8	16.5	4.5	39.8	27.1	2.3
Control	10.3	12.8	7.7	35.9	33.3	0.0

53. Optimum learning takes place when the classroom setting is completely free of distractions.

	A	B	C	D	E	F
Control	9.4	11.3	30.2	28.3	18.9	1.9
Tuscaloosa	6.0	13.6	20.7	29.3	29.9	0.5
Tuscumbia	11.3	25.6	7.5	32.3	21.8	1.5
Control	10.3	25.6	10.3	20.5	33.3	0.0

54. Pupils learn efficiently the essentials of a subject when every member of the class moves simultaneously through carefully planned lesson sequences.

	A	B	C	D	E	F
Control	28.3	32.1	15.1	11.3	9.4	3.8
Tuscaloosa	31.5	34.8	14.1	12.5	6.5	0.5
Tuscumbia	49.6	21.8	5.3	15.0	7.5	0.8
Control	46.2	33.3	2.6	7.7	10.3	0.0

55. Pupils respect teachers who expect them towork hard in school.

	A	B	C	D	E	F
Control	7.5	17.0	13.2	18.9	37.7	5.7
Tuscaloosa	7.1	9.8	12.0	33.7	37.0	0.5
Tuscumbia	9.0	8.3	12.8	36.8	30.8	2.3
Control	5.1	12.8	7.7	35.9	38.5	0.0

56. Lessons presented in the form of problems to be solved are the best means of motivating pupils.

	A	B	C	D	E	F
Control	3.8	17.0	17.0	26.4	30.2	5.7
Tuscaloosa	2.7	14.1	14.1	44.0	23.4	1.6
Tuscumbia	3.8	15.8	18.8	39.1	21.1	1.5
Control	5.1	5.1	5.1	53.8	30.8	0.0

57. Pupils learn self direction by having opportunities to set their own goals for learning.

	A	B	C	D	E	F
Control	1.9	7.5	9.4	39.6	39.6	1.9
Tuscaloosa	2.7	6.0	11.4	40.2	38.6	1.1
Tuscumbia	2.3	3.0	6.8	40.6	47.4	0.0
Control	5.1	0.0	5.1	43.6	46.2	0.0

58. Pupils respect teachers who stand firm on their convictions.

	A	B	C	D	E	F
Control	3.8	5.7	7.5	41.5	37.7	3.8
Tuscaloosa	2.2	3.8	8.2	38.6	45.7	1.6
Tuscumbia	6.8	13.5	9.0	34.6	35.3	0.8
Control	7.7	5.1	5.1	30.8	51.3	0.0

59. The completion of any worthwhile task in education requires hard work on the part of pupils.

	A	B	C	D	E	F
Control	3.8	9.4	15.1	22.6	37.7	11.3
Tuscaloosa	3.3	9.8	10.9	34.2	41.3	0.5
Tuscumbia	3.8	21.1	8.3	35.3	30.1	1.5
Control	7.7	10.3	2.6	30.8	48.7	0.0

60. Pupils gain more satisfaction from doing a difficult task well than any other achievement.

	A	B	C	D	E	F
Control	3.8	9.4	9.4	30.2	37.7	9.4
Tuscaloosa	5.4	9.2	13.6	37.5	33.7	0.5
Tuscumbia	3.8	18.8	8.3	38.3	30.1	0.8
Control	7.7	10.3	0.0	33.3	48.7	0.0

61. Pupils never really understand a subject until they can relate what they learned to the broader problems of the world.

	A	B	C	D	E	F
Control	3.8	7.5	17.0	30.2	39.6	1.9
Tuscaloosa	3.8	7.1	8.2	45.7	34.8	0.5
Tuscumbia	4.5	9.8	7.5	36.8	41.4	0.0
Control	2.6	5.1	5.1	33.3	53.8	0.0

62. Teachers must always be prepared to explain to pupils interrelationships among various elements of the overall curriculum.

	A	B	C	D	E	F
Control	1.9	9.4	15.1	39.6	30.2	3.8
Tuscaloosa	1.6	7.1	12.5	37.5	40.8	0.5
Tuscumbia	3.0	7.5	11.3	37.6	39.8	0.8
Control	7.7	7.7	2.6	17.9	64.1	0.0

63. Pupils gain better understanding of the subject if assignments are presented to them as a series of interrelated problems.

	A	B	C	D	E	F
Control	1.9	7.5	17.0	28.3	32.1	13.2
Tuscaloosa	2.7	5.4	12.0	42.9	36.4	0.5
Tuscumbia	3.0	3.0	5.3	41.4	45.9	1.5
Control	2.6	2.6	5.1	30.8	59.0	0.0

64. The basic function of education is fulfilled only when pupils are led to understand the general significance of the material they have learned.

	A	B	C	D	E	F
Control	13.2	7.5	15.1	26.4	30.2	7.5
Tuscaloosa	7.1	9.8	10.3	38.0	33.7	1.1
Tuscumbia	6.0	7.5	10.5	35.3	39.1	1.5
Control	5.1	15.4	5.1	23.1	51.3	0.0

65. If curriculum plans are to be developed, they must go into detail on how course content can be integrated across subjects.

	A	B	C	D	E	F
Control	7.5	11.3	35.8	28.3	13.2	3.8
Tuscaloosa	3.8	9.2	25.5	37.5	22.3	1.6
Tuscumbia	8.3	13.5	22.6	31.6	21.8	2.3
Control	5.1	15.4	20.5	38.5	17.9	2.6

66. The most important things a teacher can do to set the stage for learning is to discover the interests of students.

	A	B	C	D	E	F
Control	0.0	5.7	11.3	28.3	52.8	1.9
Tuscaloosa	2.2	6.5	9.2	28.8	53.3	0.0
Tuscumbia	3.8	4.5	2.3	33.8	55.6	0.0
Control	5.1	2.6	0.0	28.2	61.5	2.6

67. I feel that I am effective in getting across subject matter to my students.

	A	B	C	D	E	F
Control	1.9	1.9	0.0	24.5	60.4	11.3
Tuscaloosa.	1.6	1.6	6.5	39.7	48.9	1.6
Tuscumbia	2.3	3.0	9.0	58.6	26.3	0.8
Control	5.1	0.0	2.6	53.8	35.9	2.6

68. I use lesson plans and feel they are necessary for effective teaching.

	A	B	C	D	E	F
Control	3.8	1.9	7.5	24.5	50.9	11.3
Tuscaloosa	5.4	6.0	10.9	31.0	45.7	1.1
Tuscumbia	4.5	7.5	7.5	41.4	37.6	1.5
Control	5.1	2.6	7.7	33.3	48.7	2.6

69. I feel that the teachers "work-day" should be over when the dismissal bell rings.

	A	B	C	D	E	F
Control	35.8	26.4	5.7	15.1	15.1	1.9
Tuscaloosa	37.0	23.4	10.3	13.6	14.7	1.1
Tuscumbia	45.1	21.8	5.3	14.3	12.8	0.8
Control	46.2	25.6	5.1	7.7	12.8	2.6

70. I believe that I am accepted by students of my own race.

	A	B	C	D	E	F
Control	1.9	0.0	3.8	9.4	83.0	1.9
Tuscaloosa	2.7	2.2	6.0	17.9	69.6	1.6
Tuscumbia	3.0	0.8	3.0	16.5	76.7	0.0
Control	5.1	0.0	0.0	17.9	76.9	0.0

71. I believe in withholding confidential information about my students.

	A	B	C	D	E	F
Control	0.0	1.9	7.5	9.4	69.8	11.3
Tuscaloosa	2.7	6.5	4.9	15.8	68.5	1.6
Tuscumbia	6.0	2.3	3.0	15.8	72.2	0.8
Control	7.7	0.0	5.1	17.9	69.2	0.0

72. I try to find out all that I can about my students.

	A	B	C	D	E	F
Control	5.7	1.9	7.5	28.3	49.1	7.5
Tuscaloosa	2.2	4.9	7.6	27.7	56.5	1.1
Tuscumbia	3.0	3.0	1.5	26.3	65.4	0.8
Control	5.1	2.6	2.6	17.9	71.8	0.0

73. I conduct conferences with or concerning my students and feel that this is a necessity.

	A	B	C	D	E	F
Control	0.0	5.7	9.4	30.2	52.8	1.9
Tuscaloosa	2.2	3.8	6.0	29.9	56.5	1.6
Tuscumbia	3.8	2.3	5.3	25.6	63.2	0.0
Control	5.1	2.6	0.0	23.1	66.7	2.6

74. I constantly seek to improve learning facilities and opportunities.

	A	B	C	D	E	F
Control	0.0	0.0	3.8	11.3	83.0	1.9
Tuscaloosa	1.6	1.1	3.8	16.8	75.5	1.1
Tuscumbia	3.8	0.0	0.0	14.3	82.0	0.0
Control	5.1	0.0	0.0	10.3	84.6	0.0

75. I find that I have to do a fair amount of research in connection with my classroom instruction.

	A	B	C	D	E	F
Control	0.0	1.9	3.8	13.2	73.6	7.5
Tuscaloosa	2.2	2.7	8.2	26.6	59.2	1.1
Tuscumbia	2.3	0.0	2.3	15.0	76.2	2.3
Control	5.1	0.0	0.0	15.4	76.9	2.6

76. I feel that I am accepted by students not of my race.

	A	B	C	D	E	F
Control	0.0	0.0	34.0	26.4	28.3	11.3
Tuscaloosa	1.1	0.5	17.4	38.0	39.1	3.8
Tuscumbia	1.5	1.5	18.8	19.5	55.6	3.0
Control	5.1	0.0	7.7	23.1	61.5	2.6

77. I believe in using democratic methods in my classroom.

	A	B	C	D	E	F
Control	0.0	1.9	3.8	22.6	69.8	1.9
Tuscaloosa	2.2	1.1	5.4	27.2	63.0	1.1
Tuscumbia	3.0	1.5	2.3	21.1	71.4	0.8
Control	5.1	0.0	0.0	15.4	76.9	2.6

78. My students seem to be interested in things that I have to say.

	A	B	C	D	E	F
Control	0.0	0.0	5.7	34.0	58.5	1.9
Tuscaloosa	1.6	2.2	3.3	46.7	44.6	1.6
Tuscumbia	2.3	2.3	4.5	48.1	41.4	1.5
Control	5.1	0.0	2.6	43.6	46.2	2.6

79. I believe in strict disciplinary methods.

	A	B	C	D	E	F
Control	9.4	13.2	20.8	26.4	17.0	13.2
Tuscaloosa	10.9	19.0	15.2	38.0	15.8	1.1
Tuscumbia	12.8	24.1	12.8	36.8	10.5	3.0
Control	7.7	20.5	10.3	38.5	20.5	2.6

80. I feel that I am an effective disciplinarian.

	A	B	C	D	E	F
Con trol	1.9	3.8	17.0	30.2	41.5	5.7
Tuscaloosa	6.0	6.5	12.5	40.8	33.2	1.1
Tuscumbia	4.5	5.3	17.3	38.3	33.1	1.5
Control	5.1	7.7	12.8	23.1	51.3	0.0

81. I believe that students should feel free to talk of racial issues in my class and they do so.

	A	B	C	D	E	F
Control	1.9	1.9	30.2	32.1	32.1	1.9
Tuscaloosa	1.6	2.2	19.0	33.2	42.4	1.6
Tuscumbia	3.0	2.3	18.8	27.1	48.1	0.8
Control	10.3	2.6	17.9	20.5	48.7	0.0

82. I feel that I am accepted by the other members of my school's faculty.

	A	B	C	D	E	F
Control	0.0	0.0	3.8	30.2	64.2	1.9
Tuscaloosa	2.2	2.7	7.1	34.8	52.2	1.1
Tuscumbia	3.0	1.5	6.8	23.3	65.4	0.0
Control	5.1	0.0	2.6	23.1	69.2	0.0

83. I enjoy my work and feel that my students should know this.

	A	B	C	D	E	F
Control	0.0	1.9	0.0	9.4	79.2	9.4
Tuscaloosa	2.7	1.1	4.9	21.7	68.5	1.1
Tuscumbia	3.8	0.8	1.5	6.0	86.5	1.5
Control	5.1	0.0	0.0	10.3	82.1	2.6

84. I feel that classes should be limited to subject matter; other things should be talked of at different times.

	A	B	C	D	E	F
Control	52.8	26.4	5.7	7.5	1.9	5.7
Tuscaloosa	49.5	30.4	4.9	9.8	4.9	0.5
Tuscumbia	68.4	19.5	0.8	7.5	3.0	0.8
Control	53.8	25.6	0.0	10.3	10.3	0.0

85. I believe that students should see things the way that I do in my classroom.

	A	B	C	D	E	F
Control	54.7	30.2	3.8	5.7	3.8	1.9
Tuscaloosa	51.1	31.0	8.2	5.4	2.2	2.2
Tuscumbia	61.7	21.1	3.8	5.3	8.3	0.0
Control	59.0	35.9	2.6	0.0	0.0	2.6

86. My students seem to enjoy our classes.

	A	B	C	D	E	F
Control	1.9	0.0	7.5	28.3	60.4	1.9
Tuscaloosa	2.2	0.5	10.9	36.4	48.4	1.6
Tuscumbia	2.3	1.5	3.8	46.6	45.1	0.8
Control	5.1	2.6	0.0	33.3	59.0	0.0

87. I find that students get "bored" easily when we talk of subject material.

	A	B	C	D	E	F
Control	32.1	28.3	13.2	15.1	7.5	3.8
Tuscaloosa	16.3	39.1	14.1	21.7	7.1	1.6
Tuscumbia	15.8	40.6	11.3	21.1	8.3	3.0
Control	33.3	38.5	7.7	15.4	2.6	2.6

88. I feel that the classroom situation should be formal and try to conduct mine in such a manner.

	A	B	C	D	E	F
Control	41.5	26.4	11.3	13.2	3.8	3.8
Tuscaloosa	39.7	31.0	10.9	11.4	6.0	1.1
Tuscumbia	46.6	27.8	6.0	12.0	6.0	1.5
Control	46.2	33.3	5.1	10.3	2.6	2.6

89. I always follow my class plans and feel that it is harmful to deviate from them.

	A	B	C	D	E	F
Control	64.2	26.4	1.9	3.8	1.9	1.9
Tuscaloosa	58.2	29.3	5.4	2.7	2.7	1.6
Tuscumbia	69.9	17.3	1.5	3.8	6.8	0.8
Control	69.2	20.5	0.0	5.1	2.6	2.6

90. I am prompt in getting to my classes.

	A	B	C	D	E	F
Control	0.0	0.0	5.7	13.2	79.2	1.9
Tuscaloosa	2.2	1.1	4.3	19.0	72.3	1.1
Tuscumbia	4.5	2.3	2.3	12.8	78.2	0.0
Control	5.1	0.0	0.0	17.9	74.4	2.6

91. I am neat and try to dress in good taste.

	A	B	C	D	E	F
Control	0.0	1.9	0.0	13.2	73.6	11.3
Tuscaloosa	1.6	0.5	3.8	22.3	70.7	1.1
Tuscumbia	3.0	0.0	2.3	19.5	74.4	0.8
Control	5.1	0.0	0.0	7.7	87.2	0.0

92. My students confide in me, but I do not get too familiar with them. I require them to address me as Mr. or Mrs./Miss.

	A	B	C	D	E	F
Control	1.9	3.8	3.8	24.5	62.3	3.8
Tuscaloosa	4.3	3.3	4.9	25.5	60.9	1.1
Tuscumbia	4.5	6.8	6.8	24.8	54.9	2.3
Control	5.1	0.0	2.6	10.3	82.1	0.0

93. I know the community in which I am teaching very well.

	A	B	C	D	E	F
Control	1.9	3.8	15.1	39.6	37.7	1.9
Tuscaloosa	9.2	8.7	12.0	35.3	33.2	1.6
Tuscumbia	4.5	6.0	4.5	27.1	57.1	0.8
Control	2.6	7.7	5.1	23.1	59.0	2.6

94. I know the rules and procedures of my school.

	A	B	C	D	E	F
Control	0.0	0.0	0.0	20.8	75.5	3.8
Tuscaloosa	2.7	3.8	4.3	22.3	65.2	1.6
Tuscumbia	4.5	0.8	1.5	15.8	75.2	2.3
Control	5.1	0.0	2.6	17.9	74.4	0.0

95. I feel that student's statements should be challenged to understand or test their reasoning.

	A	B	C	D	E	F
Control	7.5	5.7	24.5	17.0	20.8	24.5
Tuscaloosa	5.4	5.4	21.2	39.7	26.1	2.2
Tuscumbia	6.0	4.5	10.5	39.1	35.3	4.5
Control	7.7	7.7	5.1	41.0	35.9	2.6

96. I believe that I am a "competent teacher" in my present position.

	A	B	C	D	E	F
Control	1.9	0.0	5.7	20.8	66.0	5.7
Tuscaloosa	2.2	0.5	6.5	29.9	57.6	3.3
Tuscumbia	3.0	1.5	4.5	25.6	61.7	3.8
Control	5.1	0.0	10.3	20.5	64.1	0.0

Post-test

Form III Tuscumbia Teachers

Percentage Breakdown of Educative Process Opinion Inventory

Alternatives:

A. Strongly disagree
B. Mildly disagree
C. Neutral
D. Mildly agree
E. Strongly agree
F. No response

1. Teaching of specific skills and factual subject matter is the most important function of the school.

A	B	C	D	E	F
39.5	31.9	3.4	17.6	7.6	0.0

2. The development of social and emotional security for pupils is the most important function of the school.

7.6 10.9 5.0 41.2 33.6 1.7

3. The backbone of the school curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matter.

16.0 21.8 8.4 32.8 20.2 0.8

4. The teacher assures optimum learning conditions by giving top priority to the emotional needs of pupils.

7.6 10.1 5.9 35.3 37.0 4.2

5. Learning is essentially a process of increasing one's store of information about various fields of knowledge.

32.8 16.8 1.7 24.4 23.5 0.8

6. The attitudes learned by a student are often the most important result of a lesson or unit.

8.4 5.9 5.9 24.4 55.5 0.0

7. Nothing stimulates a pupil to apply himself more diligently than a warm, personal interest in his progress shown by the teacher.

4.2 1.7 2.5 15.1 76.5 0.0

8. A teachers effectiveness rests upon his ability to maintain proper "professional distance" between the pupils and himself.

51.3 20.2 10.1 01.1 7.6 0.8

9. Teachers who like pupils will usually encourage pupil initiation and participation in planning lessons.

7.6 6.7 8.4 24.4 52.9 0.0

10. Teachers who do not like pupils will usually decide on and plan a lesson alone rather than use pupil participation.

A	B	C	D	E	F
8.4	16.0	21.0	25.2	26.9	2.5

11. Children should be given more freedom in the classroom than they usually get.

7.6	12.6	13.4	30.3	36.1	0.0

12. Children need and should have more supervision and discipline than they usually get.

11.8	31.1	12.6	31.9	10.1	2.5

13. Across-the-school routine imposes a consistency in classroom procedure which tends to restrict important avenues for learning.

2.5	13.4	20.2	26.1	35.3	2.5

14. Pupils do their best work when they know exactly what to expect from day to day.

9.2	26.1	10.1	25.2	29.4	0.0

15. Pupils frequently learn much more under their own initiative than they do under teacher direction.

8.4	15.1	6.7	40.3	29.4	0.0

16. The effective teacher has complete control of the learning situation at all times.

15..	30.3	3.4	31.1	19.3	0.8

17. Students who misbehave or do not learn are generally children who need more love.

5.0	11.8	11.8	38.7	31.9	0.8

18. In the interest of good discipline pupils who repeatedly disrupt the class must be severely punished.

46.2	31.1	9.2	8.4	5.0	0.0

19. The goals of education should be dictated by children's interests and needs as well as by the larger demands of society.

4.2	4.2	5.0	17.6	67.2	1.7

20. The logical structure of subject matter is the most realistic guide to the organization of the work in the classroom.

A	B	C	D	E	F
21.0	21.0	12.6	24.4	16.8	4.2

21. In teaching it is quite essential to cover the material in the course of study.

53.8	23.5	5.0	10.9	5.9	0.8

22. The teacher must avoid strict adherence to the sequence provided by a textbook series.

9.2	26.1	10.1	23.5	29.4	1.7

23. The curriculum consists of subject matter to be learned and skills to be acquired.

13.4	21.0	6.7	34.5	21.8	2.5

24. The over-all plan of education suffers when teachers depart substantially from the subject outline.

46.2	29.4	6.7	7.6	7.6	2.5

25. Grading pupils separately on achievement and citizenship assures that teachers will insist on mastery of subject matter as well as good behavior.

26.8	21.8	15.1	22.7	10.9	0.8

26. Before pupils are encouraged to exercise independent thought they should be thoroughly grounded in the facts and knowledge about the subject.

35.3	29.4	3.4	15.1	16.0	0.8

27. The individuality of pupils is sustained when teachers make allowances in their grade reports for the varying interests pupils have.

7.6	11.8	16.0	30.3	30.3	4.2

28. Pupils gain a sense of belonging when the teachers encourages friendships among pupils in the room.

3.4	0.8	1.7	21.8	70.6	1.7

29. Teachers increase their chances of directing the work into productive channels by having pupils participate in the planning.

3.4	1.7	1.7	19.3	73.1	0.8

30. Group activity teaches children to think and plan together, independent of direct supervision by the teacher.

A	B	C	D	E	F
4.2	4.2	1.7	26.1	63.0	0.8

31. Small group work uses to best advantage the contrasting personalities, skills, and interests pupils have.

5.0	0.0	5.0	27.7	60.5	1.7

32. The effectiveness of the teacher depends entirely on the amount of personal interest he can invest in the progress of each pupil.

8.4	13.4	7.6	41.2	26.9	2.5

33. Pupils master the essentials of a subject only when extensive plans are made for accomodating individual differences in pupils.

6.7	17.6	6.7	29.4	37.8	1.7

34. A teacher can frequently "reach" a rebellious pupil by taking an intensive personal interest in his welfare.

4.2	0.8	0.8	23.5	69.7	0.8

35. There is too great an emphasis on keeping order in the classroom.

11.8	24.4	12.6	25.2	23.5	2.5

36. Nothing captures student's interest in school work as quickly as allowing them to wrestle with problems of their own choosing.

0.8	7.6	3.4	31.9	52.9	3.4

37. When given a choice of activity, pupils generally select what is best for them.

13.4	33.6	14.3	23.5	12.6	2.5

38. Pupils learn best when permitted to set their own pace in doing the work.

5.9	26.1	5.0	44.5	17.6	0.8

39. A firm hand by the teacher promotes emotional security for pupils.

13.4	27.7	13.4	29.4	13.4	2.5

40. Pupils must be kept busy or they soon get into trouble.

3.4	12.6	7.6	36.1	37.8	2.5

	A	B	C	D	E	E
41. A well established classroom routine enhances the emotional stability of pupils.	5.0	10.1	9.2	42.0	31.9	1.7
42. Pupils must see clearly that it is the teacher, not they, who has charge of classroom learning.	19.3	35.3	10.9	19.3	12.6	2.5
43. The teacher who organizes the material and presents it to pupils in a forceful way gets the best results.	29.4	29.4	5.0	22.7	10.9	2.5
44. Establishing the rules well in advance strengthens the teacher's hand in meeting the various problems that might arise.	11.8	14.3	7.6	23.5	39.5	3.4
45. The effectiveness of teaching is enhanced when the teacher has the ability to see the world as each of his pupils sees it.	5.0	6.7	4.2	18.5	63.0	2.5
46. Children learn best in an atmosphere filled with love and emotional support.	4.2	1.7	1.7	10.0	82.4	0.0
47. The teacher's ability to see the world as each of his students sees it is an absolute must if he is to have any success at all in teaching.	13.4	21.8	11.8	39.5	10.1	3.4
48. Good rapport with pupils is maintained by the teacher who always finds time to help individuals with special problems.	3.4	0.8	0.8	14.3	79.8	0.8
49. Learning is enhanced when teachers praise generously the accomplishments of pupils.	4.2	0.8	3.4	12.6	78.2	0.8
50. The pupils' impression of the teacher's personality greatly influences what he learns.	4.2	1.7	0.8	30.3	63.0	0.0
51. Pupils learn to stay alert when they are expected to respond immediately to teacher demands.	10.9	28.6	15.1	28.6	16.0	0.8

52. Proper control of a class is amply demonstrated when pupils work quietly while the teacher is out of the room.

A	B	C	D	E	F
10.1	16.0	5.0	39.5	26.9	2.5

53. Optimum learning takes place when the classroom setting is completely free of distractions.

10.9	27.7	6.7	32.8	20.2	1.7

54. Pupils learn efficiently the essentials of a subject when every member of the class moves simultaneously through carefully planned lesson sequences.

51.3	19.3	5.0	14.3	8.4	0.8

55. Pupils respect teachers who expect them to work hard in school.

8.4	6.7	12.6	37.0	32.8	2.5

56. Lessons presented in the form of problems to be solved are the best means of motivating pupils.

3.4	15.1	18.5	38.7	22.7	1.7

57. Pupils learn self direction by having opportunities to set their own goals for learning.

1.7	3.4	6.7	40.3	47.9	0.0

58. Pupils respect teachers who stand firm on their convictions.

6.7	12.6	9.2	35.3	35.3	0.8

59. The completion of any worthwhile task in education requires hard work on the part of pupils.

3.4	20.2	9.2	35.3	30.3	1.7

60 Pupils gain more satisfaction from doing a difficult task well than any other achievement.

2.5	19.3	8.4	39.5	29.4	0.8

61. Pupils never really understand a subject until they can relate what they learned to the broader problems of the world.

3.4	10.1	7.6	36.1	42.9	0.0

62. Teachers must always be prepared to explain to pupils interrelationships among various elements of the overall curriculum.

2.5	6.7	11.8	37.0	41.2	0.8

	A	B	C	D	E	F
63. Pupils gain better understanding of the subject if assignments are presented to them as a series of interrelated problems.	2.5	2.5	5.9	41.2	46.2	1.7
64. The basic function of education is fulfilled only when pupils are led to understand the general significance of the material they have learned.	5.9	6.7	11.8	31.1	42.9	1.7
65. If curriculum plans are to be developed, they must go into detail on how course content can be integrated across subjects.	9.2	11.8	22.7	32.8	21.0	2.5
66. The most important things a teacher can do to set the stage for learning is discover the interests of students.	3.4	4.2	2.5	34.5	55.5	0.0
67. I feel that I am effective in getting across subject matter to my students.	1.7	2.5	10.1	59.7	25.2	0.8
68. I use lesson plans and feel they are necessary for effective teaching.	4.2	7.6	8.4	41.2	37.8	0.8
69. I feel that the teachers "work-day" should be over when the dismissal bell rings.	46.2	21.8	5.0	14.3	11.8	0.8
70. I believe that I am accepted by students of my own race.	2.5	0.8	3.4	15.1	78.2	0.0
71. I believe in withholding confidential information about my students.	5.9	1.7	3.4	15.1	73.1	0.8
72. I try to find out all that I can about my students.	2.5	3.4	1.7	24.4	67.2	0.8
73. I conduct conferences with or concerning my students and feel that this is a necessity.	3.4	2.5	5.9	26.1	62.2	0.0
74. I constantly seek to improve learning facilities and opportunities.	3.4	0.0	0.0	13.4	83.2	0.0

	A	B	C	D	E	F
75. I find that I have to do a fair amount of research in connection with my classroom instruction.	1.7	0.0	2.5	14.3	79.8	1.7
76. I feel that I am accepted by students not of my race.	0.8	1.7	18.5	18.5	57.1	3.4
77. I believe in using democratic methods in my classroom.	2.5	1.7	2.5	21.8	70,6	0.8
78. My students seem to be interested in things that I have to say.	1.7	1.7	5.0	48.7	41.2	1.7
79. I believe in strict disciplinary methods.	13.4	22.7	13.4	37.0	10.1	3.4
80. I feel that I am an effective disciplinarian.	3.4	5.9	18.5	37.8	32.8	1.7
81. I believe that students should feel free to talk of racial issues in my class and they do so.	2.5	2.5	19.3	26.9	47.9	0.8
82. I feel that I am accepted by the other members of my school's faculty.	2.5	0.8	6.7	24.4	65.5	0.0
83. I enjoy my work and feel that my students should know this.	3.4	0.0	0.8	6.7	87.4	1.7
84. I feel that classes should be limited to subject matter; other things should be talked of at different times.	68.7	17.6	0.8	7.6	3.4	0.8
85. I believe that students should see things the way that I do in my classroom.	63.0	18.5	3.4	5.9	9.2	0.0
86. My students seem to enjoy our classes.	1.7	0.8	4.2	47.9	44.5	0.8

87. I find that students get "bored" easily when we talk of subject material.

A	B	C	D	E	F
14.3	41.2	12.6	20.2	8.4	3.4

88. I feel that the classroom situation should be formal and try to conduct mine in such a manner.

47.1	25.2	5.9	13.4	6.7	1.7

89. I always follow my class plans and feel that it is harmful to deviate from them.

69.7	16.8	0.8	4.2	7.6	0.8

90. I am prompt in getting to my classes.

4.2	2.5	2.5	13.4	77.3	0.0

91. I am neat and try to dress in good taste.

2.5	0.0	2.5	20.2	73.9	0.8

92. My students confide in me, but I do not get too familiar with them. I require them to address me as Mr. or Mrs./Miss.

4.2	5.9	7.6	23.5	56.3	2.5

93. I know the community in which I am teaching very well.

3.4	5.9	4.2	25.2	60.5	0.8

94. I know the rules and procedures of my school.

3.4	0.8	1.7	16.0	75.6	2.5

95. I feel that student's statements should be challenged to understand or test their reasoning.

5.9	4.2	11.8	38.7	34.5	5.0

96. I believe that I am a "competent teacher" in my present position.

2.5	1.7	5.0	24.4	62.2	4.2

Post-test

Form III Tuscumbia (White)

Percentage Breakdown of Educative Process Opinion Inventory

Alternatives:

A. Strongly disagree
B. Mildly disagree
C. Neutral
D. Mildly agree
E. Strongly agree
F. No response

1. Teaching of specific skills and factual subject matter is the most important function of the school.

A	B	C	D	E	F
48.2	29.4	4.7	14.1	3.5	0.0

2. The development of social and emotional security for pupils is the most important function of the school.

9.4	8.2	7.1	38.8	34.1	2.4

3. The backbone of the school curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matter.

18.8	25.9	9.4	31.8	34.1	0.0

4. The teacher assures optimum learning conditions by giving top priority to the emotional needs of pupils.

8.2	8.2	5.9	34.1	41.2	2.4

5. Learning is essentially a process of increasing one's store of information about various fields of knowledge.

35.3	18.8	2.4	24.7	17.6	1.2

6. The attitudes learned by a student are often the most important result of a lesson or unit.

9.4	2.4	4.7	22.4	61.2	0.0

7. Nothing stimulates a pupil to apply himself more diligently than a warm, personal interest in his progress shown by the teacher.

4.7	2.4	3.5	14.1	75.3	0.0

8. A teachers effectiveness rests upon his ability to maintain proper "professional distance" between the pupils and himself.

60.0	17.6	9.4	9.4	3.5	0.0

9. Teachers who like pupils will usually encourage pupil initiation and participation in planning lessons.

A	B	C	D	E	F
7.1	7.1	11.8	22.4	51.8	0.0

10. Teachers who do not like pupils will usually decide on and plan a lesson alone rather than use pupil participation.

7.1	18.8	20.0	23.5	28.2	2.4

11. Children should be given more freedom in the classroom than they usually get.

8.2	16.5	10.6	31.8	32.9	0.0

12. Children need and should have more supervision and discipline than they usually get.

12.9	32.9	14.1	27.1	11.8	1.2

13. Across-the-school routine imposes a consistency in classroom procedure which tends to restrict important avenues for learning.

2.4	12.9	20.0	25.9	38.8	0.0

14. Pupils do their best work when they know exactly what to expect from day to day.

8.2	28.2	10.6	25.9	27.1	0 0

15. Pupils frequently learn much more under their own initiative than they do under teacher direction.

9.4	14.1	8.2	37.6	30.6	0.0

16. The effective teacher has complete control of the learning situation at all times.

11.8	32.9	4.7	32.9	17.6	0.0

17. Students who misbehave or do not learn are generally children who need more love.

4.7	10.6	10.6	40.0	32.9	1.2

18. In the interest of good discipline pupils who repeatedly disrupt the class must be severely punished.

45.9	34.1	9.4	8.2	2.4	0 0

19. The goals of education should be dictated by children's interests and needs as well as by the larger demands of society.

4.7	3.5	4.7	17.6	69.4	0.0

20. The logical structure of subject matter is the most realistic guide to the organization of the work in the classroom.

A	B	C	D	E	F
22.4	21.2	14.1	31.8	7.1	3.5

21. In teaching it is quite essential to cover the material in the course of study.

55.3 22.4 4.7 12.9 4.7 0.0

22. The teacher must avoid strict adherence to the sequence provided by a textbook series.

11.8 24.7 11.8 23.5 27.1 1.2

23. The curriculum consists of subject matter to be learned and skills to be acquired.

15.3 21.2 7.1 34.1 21.2 1.2

24. The over-all plan of education suffers when teachers depart substantially from the subject outline.

48.2 27.1 7.1 8.2 8.2 1.2

25. Grading pupils separately on achievement and citizenship assures that teachers will insist on mastery of subject matter as well as good behavior.

34.1 22.4 15.3 20.0 8.2 0.0

26. Before pupils are encouraged to exercise independent thought they should be thoroughly grounded in the facts and knowledge about the subject.

37.6 29.4 3.5 15.3 14.1 0.0

27. The individuality of pupils is sustained when teachers make allowances in their grade reports for the varying interests pupils have.

8.2 12.9 15.3 30.6 30.6 2.4

28. Pupils gain a sense of belonging when the teachers encourages friendships among pupils in the room.

3.5 1.2 2.4 24.7 68.2 0.0

29. Teachers increase their chances of directing the work into productive channels by having pupils participate in the planning.

3.5 2.4 2.4 21.2 70.6 0.0

30. Group activity teaches children to think and plan together, independent of direct supervision by the teacher.

5.9 3.5 2.4 30.6 57.6 0.0

31. Small group work uses to best advantage the contrasting personalities, skills, and interests pupils have.

A	B	C	D	E	F
7.1	0.0	5.9	29.4	57.6	0.0

32. The effectiveness of the teacher depends entirely on the amount of personal interest he can invest in the progress of each pupil.

9.4	15.3	7.1	43.5	32.5	1.2

33. Pupils master the essentials of a subject only when extensive plans are made for accomodating individual differences in pupils.

8.2	17.6	8.2	29.4	35.3	1.2

34. A teacher can frequently "reach" a rebellious pupil by taking an intensive personal interest in his welfare.

3.5	1.2	1.2	22.4	71.8	0.0

35. There is too great an emphasis on keeping order in the classroom.

11.8	27.1	10.6	25.9	22.4	2.4

36. Nothing captures student's interest in school work as quickly as allowing them to wrestle with problems of their own choosing.

0.0	7.1	3.5	35.3	50.6	3.5

37. When given a choice of activity, pupils generally select what is best for them.

14.1	35.3	16.5	23.5	8.2	2.4

38. Pupils learn best when permitted to set their own pace in doing the work.

8.2	24.7	4.7	45.9	15.3	1.2

39. A firm hand by the teacher promotes emotional security for pupils.

11.8	27.1	14.1	34.1	11.8	1.2

40. Pupils must be kept busy or they soon get into trouble.

3.5	12.9	8.2	32.9	41.2	1.2

41. A well established classroom routine enhances the emotional stability of pupils.

4.7	14.1	10.6	37.6	31.8	1.2

42. Pupils must see clearly that it is the teacher, not they, who has charge of classroom learning.

A	B	C	D	E	F
16.5	37.6	11.8	18.8	12.9	2.4

43. The teacher who organizes the material and presents it to pupils in a forceful way gets the best results.

22.4	28.2	7.1	28.2	12.9	1.2

44. Establishing the rules well in advance strengthens the teacher's hand in meeting the various problems that might arise.

9.4	16.5	10.6	24.7	37.6	1.2

45. The effectiveness of teaching is enhanced when the teacher has the ability to see the world as each of his pupils sees it.

7.1	2.4	3.5	17.6	67.1	2.4

46. Children learn best in an atmosphere filled with love and emotional support.

4.7	2.4	1.2	7.1	84.7	0.0

47. The teacher's ability to see the world as each of his students sees it is an absolute must if he is to have any success at all in teaching.

10.6	23.5	14.1	41.2	7.1	3.5

48. Good rapport with pupils is maintained by the teacher who always finds time to help individuals with special problems.

3.5	0.0	1.2	16.5	78.8	0.0

49. Learning is enhanced when teachers praise generously the accomplishments of pupils.

5.9	1.2	2.4	12.9	77.6	0.0

50. The pupil's impression of the teacher's personality greatly influences what he learns.

4.7	2.4	1.2	29.4	62.4	0.0

51. Pupils learn to stay alert when they are expected to respond immediately to teacher demands.

10.6	34.1	11.8	28.2	15.3	0.0

52. Proper control of a class is amply demonstrated when pupils work quietly while the teacher is out of the room.

12.9	18.8	5.9	42.4	18.8	1.2

	A	B	C	D	E	F
53. Optimum learning takes place when the classroom setting is completely free of distractions.	12.9	30.6	8.2	36.5	10.6	1.2
54. Pupils learn efficiently the essentials of a subject when every member of the class moves simultaneously through carefully planned lesson sequences.	57.6	18.8	5.9	10.6	7.1	0.0
55. Pupils respect teachers who expect them to work hard in school.	9.4	8.2	11.2	36.5	32.9	1.2
56. Lessons presented in the form of problems to be solved are the best means of motivating pupils.	2.4	12.9	21.2	43.1	18.8	1.2
57. Pupils learn self direction by having opportunities to set their own goals for learning.	2.4	3.5	4.7	41.2	48.2	0.0
58. Pupils respect teachers who stand firm on their convictions.	4.7	14.1	10.6	36.5	32.9	1.2
59. The completion of any worthwhile task in education requires hard work on the part of pupils.	4.7	22.4	11.8	35.3	24.7	1.2
60. Pupils gain more satisfaction from doing a difficult task well than any other achievement.	3.5	24.7	9.4	37.6	24.7	0.0
61. Pupils never really understand a subject until they can relate what they learned to the broader problems of the world.	4.7	7.1	9.4	37.6	41.2	0.0
62. Teachers must always be prepared to explain to pupils interrelationships among various elements of the overall curriculum.	3.5	7.1	14.1	32.9	41.2	1.2
63. Pupils gain better understanding of the subject if assignments are presented to them as a series of interrelated problems.	3.5	1.2	7.1	41.2	45.9	1.2

64. The basic function of education is fulfilled only when pupils are led to understand the general significance of the material they have learned.

A	B	C	D	E	F
3.5	8.2	12.9	37.6	36.5	1.2

65. If curriculum plans are to be developed, they must go into detail on how course content can be integrated across subjects.

10.6	12.9	24.7	30.6	17.6	3.5

66. The most important things a teacher can do to set the stage for learning is discover the interests of students.

4.7	4.7	3.5	38.8	48.2	0.0

67. I feel that I am effective in getting across subject matter to my students.

2.4	2.4	10.6	62.4	22.4	0.0

68. I use lesson plans and feel they are necessary for effective teaching.

4.7	8.2	10.6	40.0	36.5	0.0

69. I feel that the teachers "work-day" should be over when the dismissal bell rings.

44.7	18.8	5.9	16.5	12.9	1.2

70. I believe that I am accepted by students of my own race.

3.5	0.0	3.5	16.5	76.5	0.0

71. I believe in withholding confidential information about my students.

4.7	1.2	3.5	15.3	75.3	0.0

72. I try to find out all that I can about my students.

3.5	2.4	2.4	29.4	62.4	0.0

73. I conduct conferences with or concerning my students and feel that this is a necessity.

3.5	3.5	5.9	28.2	58.8	0.0

74. I constantly seek to improve learning facilities and opportunities.

3.5	0.0	0.0	16.5	80.0	0.0

75. I find that I have to do a fair amount of research in connection with my classroom instruction.

2.4	0.0	3.5	18.8	75.3	0.0

76. I feel that I am accepted by students not of my race.

A	B	C	D	E	F
1.2	1.2	8.2	21.2	65.9	2.4

77. I believe in using democratic methods in my classroom.

3.5	1.2	3.5	24.7	65.9	1.2

78. My students seem to be interested in things that I have to say.

2.4	2.4	5.9	52.9	35.3	1.2

79. I believe in strict disciplinary methods.

15.3	18.8	18.8	35.3	8.2	3.5

80. I feel that I am an effective disciplinarian.

3.5	7.1	20.0	40.0	28.2	1.2

81. I believe that students should feel free to talk of racial issues in my class and they do so.

2.4	3.5	23.5	32.9	37.6	0.0

82. I feel that I am accepted by the other members of my school's faculty.

3.5	0.0	4.7	27.1	64.7	0.0

83. I enjoy my work and feel that my students should know this.

4.7	0.0	0.0	8.2	85.9	1.2

84. I feel that classes should be limited to subject matter; other things should be talked of at different times.

72.9	16.5	1.2	7.1	2.4	0.0

85. I believe that students should see things the way that I do in my classroom.

63.5	18.8	3.5	5.9	8.2	0.0

86. My students seem to enjoy our classes.

2.4	1.2	5.9	47.1	43.5	0.0

87. I find that students get "bored" easily when we talk of subject material.

12.9	47.1	15.3	15.3	8.2	1.2

88. I feel that the classroom situation should be formal and try to conduct mine in such a manner.

A	B	C	D	E	F
45.9	28.2	7.1	11.6	5.9	1.2

89. I always follow my class plans and feel that it is harmful to deviate from them.

75.3	16.5	0.0	1.2	7.1	0.0

90. I am prompt in getting to my classes.

4.7	2.4	2.4	12.9	77.6	0.0

91. I am neat and try to dress in good taste.

3.5	0.0	3.5	23.5	69.4	0.0

92. My students confide in me, but I do not get too familiar with them. I require them to address me as Mr. or Mrs./Miss.

4.7	2.4	9.4	23.5	58.8	1.2

93. I know the community in which I am teaching very well.

4.7	5.9	3.5	28.2	57.6	0.0

94. I know the rules and procedures of my school.

4.7	0.0	2.4	12.9	80.0	0.0

95. I feel that student's statements should be challenged to understand or test their reasoning.

7.1	4.7	12.9	44.7	29.4	1.2

96. I believe that I am a "competent teacher" in my present position.

3.5	2.4	4.7	28.2	61.2	0.0

Appendix F

APPENDIX F

Northwest Project Form II Percentage Comparisons   Pre- versus Post-test

* = Significant at or beyond the .05 level of confidence.
** = Significant at or beyond the .01 level of confidence.
+ = Higher percentage on the post-test.
- = Higher percentage on the pre-test.

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
1			+*		-**	
2		+**				
3					-**	
4		+**			-**	
5					-*	
6		+**			-*	
7			+**		-*	
8		+**		-*	-*	
9					-*	
10		+**				
11		+**			-**	
12		+**			-**	
13					-*	+**
14					-*	+**
15					-*	+**
16						+**
17			+**	-**	-*	
18	+**				-**	+*
19					-**	+**
20						+**
21		+*	+**		-**	

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
22			+**+		-**	
23		+**			-**	
24			+**		-**	
25		+**	+*		-**	
26			+**	+**	-**	
27			+*		-**	
28			+**		-**	
29			+**		-**	
30		+**			-**	
31		+*	+*		-**	
32			+**	+**	-**	
33		+**	+*		-**	
34				+*	-**	
35				+*	-**	
36			+**		-**	
37			+**		-**	
38					-**	

Appendix G

APPENDIX G

APPENDIX G

Northwest Project Form II Percentage Comparisons Pre-test
white vs. Negro participants

* = Significant at or beyond the .05 level of confidence.
** = Significant at or beyond the .01 level of confidence.
+ = Higher percentage for white participants.
- = Higher percentage for Negro participants.

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
1	-*			+*	-*	
2			+**			
3			+*	+*	-*	
4	-*		+*		-**	
5	-*					
6	-*		+*			
7	-**		+*			
8				+*		
9	-**		+**			
10			+*			
11						
12						
13	+**	+*			-**	
14	+**			-**	-*	
15	+*				-**	
16						
17			+*			
18				+*	-**	
19	-**					
20						
21					-**	

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
22				+**	-**	
23				+*	-*	
24						
25						
26				+**	-**	
27			-*			
28						
29						
30					-*	
31						
32						
33				-*		
34						
35			+*		-*	
36					-**	
37					-**	
38						

Appendix H

APPENDIX H

Northwest Project Form II Percentage Comparisons

Post-test
white vs Negro participants

* = Significant at or beyond the .05 level of confidence.
** = Significant at or beyond the .01 level of confidence.
+ = Higher percentage for white participants.
- = Higher percentage for Negro participants.

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
1						
2						
3						
4	-*					
5						
6						
7						
8						
9				-*		
10						
11						
12	-*					
13			-*			
14						
15						
16			-**			
17				-*		
18				+*		
19						
20				-*		
21						

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						

Appendix I

APPENDIX I

Northwest Project Form III Percentage Comparisons Pre- versus Post-test

* = Significant at or beyond the .05 level of confidence.
** = Significant at or beyond the .01 level of confidence.
+ = Higher percentage on the post-test.
- = Higher percentage on the pre-test.

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
1						+*
2						
3						
4						
5						
6						+*
7						+**
8					+*	
9						+*
10						
11					-*	+*
12						
13						
14		-*				+*
15						
16						+**
17						+*
18	-**					+*
19						
20						
21						

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39		-**			+**	
40						
41						
42				+*		
43						
44						
45				+*		
46						

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
47					+*	
48						
49						
50						+*
51				+*		
52						
53		-*				
54						
55						
56						
57						
58					+*	
59					+*	
60					+*	
61						+*
62						
63						
64						
65						
66						+*
67						
68						

Appendix J

APPENDIX J

Northwest Project Form III Percentage Comparisons Pre-test
Black versus white

* = Significant at or beyond the .05 level of confidence.
** = Significant at or beyond the .01 level of confidence.
+ = Higher percentage for white participants.
- = Higher percentage for black participants.

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
1	+**				-*	
2		-*				
3					-*	
4						
5					-**	
6		-*			+*	
7						
8	+**				-*	
9			+*			
10						
11		+*				
12						
13						
14						
15						
16						
17						
18					-*	
19						
20				-*	-**	
21						

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
22						
23						
24						
25	+*					
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37					-*	
38						
39						
40						
41		+*				
42						
43	-*			+*		
44			+*			
45		-**				

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
47						
48						
49						
50						
51		+*				
52					-**	
53					-**	
54	+*					
55						
56						
57						
58						
59					-*	
60		+*			-*	
61						
62						
63						
64				+*	-*	
65						
66					-**	
67						
68						

Appendix K

APPENDIX K

Northwest Project Form III Percentage Comparisons

White versus Negro
Post

* = Significant at or beyond the .05 level of confidence.
** = Significant at or beyond the .01 level of conficence.
+ = Higher percentage on the white.
- = Higher percentage on the Negro.

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
1			-*			
2					-*	
3						
4						
5						
6		-*				
7						
8					-**	
9						
10	-*					
11						
12						
13						
14				+*		
15						
16						
17						
18				-*		
19						
20		+*				
21						

Item	A Strongly Disagree	B Moderately Disagree	C Neutral	D Moderately Agree	E Strongly Agree	F Failed to Respond
22						-**
23				+**		
24						
25			+*			
26						
27						
28						-**
29					+*	-**
30				+*		-**
31					+*	-**
32						
33				+**		-**
34						-**
35		+*				-**
36						-**
37						-**
38						-**
39						
40						
41				+*		-**
42						
43						
44						
45						
46					+*	-**

	A	B	C	D	E	F
Item	Strongly Disagree	Moderately Disagree	Neutral	Moderately Agree	Strongly Agree	Failed to Respond
47						
48						-**
49						-**
50						-**
51						
52		+*				-**
53			+*			-**
54						
55						-**
56						
57						-**
58	-*				+*	-**
59						-**
60			+*			-**
61						-**
62				+*		-**
63				+*		-**
64						-**
65						-**
66				+*		-**
67				+**		-**
68	-*			+**		-**